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Annual Report of the Superintendent of Public Instruction of the State of Kansas, <3rd (1863), 8th (1868)-9th (1869)>

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NINTH ANNUAL REPORT

OF THE SUPERINTENDENT OF

PUBLIC INSTRUCTION

OF THE

STATE OF KANSAS.

1869.

TOPEKA, KANSAS:

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OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }
TOPEKA, KANSAS, December 15, 1869. }

*To His Excellency, JAMES M. HARVEY, Governor of the State
of Kansas:*

SIR: In compliance with the law of the State, I herewith
present the Eight Annual Report of the Department of Public
Instruction.

Yours, very truly,

P. McVICAR,
Superintendent of Public Instruction.

TABLE OF CONTENTS.

Summary of Statistics.....	page 1
School Houses.....	2
Colored Children.....	2
Necessity of an English Dictionary in Every School.....	3
Civil Government, as a Branch of Study.....	4
Uniformity of Text Books.....	5
Adjustment of District Boundaries.....	6
When School Terms shall Begin and Close.....	7
District Officers:.....	9
Term of Office too Short.....	9
Compensation for District Clerks.....	9
Relation of Boards of Education and City Council.....	10
Board of County Examiners.....	12
Compensation for Examiners.....	12
Examination of Teachers.....	13
Appropriate Time and Place.....	13
Mode of Conducting Examinations.....	13
Number of Grades of Teachers' Certificates.....	14
Significance of Graded Certificates.....	15
State Board of Examiners.....	16
Teachers' Institutes.....	17
Means Necessary to Render Institutes Effective.....	18
How to secure the Necessary Means.....	18
Annual School Fund.....	19
Disbursements for the Year.....	20
Correct Basis of Apportionment.....	20
Semi-Annual Dividends for New Districts.....	22
Permanent School Fund.....	23
Future Investment of the Fund.....	25

TABLE OF CONTENTS.

Proposed Plan for Investment.....	29
School Lands:	32
The "500,000 acre" case.....	32
Loss of School Lands by Disposal of Indian Reservations.....	33
Recent Accession of Lands to the Common School Endowment.....	34
Indian Reservation yet Subject to Treaty.....	35
Mode of Sale of School Lands.....	35
Need of fuller and more Explicit Report of Sales.....	37
State Normal School.....	39
Normal Instruction for the State.....	39
Normal Schools Limited by Area and Population.....	39
Kansas will need more than one Normal School.....	40
State Board of Normal School Regents.....	42
State University.....	44
State Agricultural College.....	44
Consolidation of the University and Agricultural College.....	45
Denominational Institutions.....	50
Graded Schools.....	50
Conclusion.....	50

APPENDIX.

Tables of Statistics.....	55
Reports of State Institutions.....	61
University of Kansas.....	63
State Agricultural College.....	66
State Normal School.....	81
Asylum for the Blind.....	95
Reports of Institutions under Denominational Auspices.....	96
Baker University.....	96
Washburn College.....	97
Hartford Collegiate Institute.....	99
Wetmore Institute.....	100
Geneva Presbyterial Academy.....	101
Episcopal Female Seminary.....	102
Annual Meeting of State Teachers' Association.....	104
State Convention of County and City Superintendents.....	111
County Superintendents—Their Names and Post-offices.....	114
Reports of County Superintendents.....	117

REPORT.

The general interest evinced by the people of the State in the maintenance of public schools, and other educational institutions, is one of the surest pledges of future prosperity. The very encouraging advance made during the past year is concisely shown by the following :

SUMMARY OF STATISTICS :

Number of school districts.....	1,707
Increase for the year.....	335
Number of reports from district clerks.....	1,621
Increase for the year.....	389
Number of male persons between the ages of 5 and 21 years.....	48,007
Increase for the year.....	7,761
Number of female persons of school ages.....	44,510
Increase for the year.....	8,606
Total number of persons of school ages.....	92,517
Increase for the year.....	11,367
Number of male persons enrolled in public schools ..	30,197
Increase for the year.....	6,558
Number of female persons enrolled in public schools.....	28,484
Increase for the year.....	6,983
Whole number of persons enrolled in public schools.....	58,681
Increase for the year.....	13,541
Number of pupils in select schools, seminaries, academies and colleges.....	2,784
Decrease for the year.....	615
Whole number in public schools and other institutions of learning.....	61,465
Increase for the year.....	14,256
Average daily attendance in public schools.....	31,124
Increase for the year.....	3,886
Average length of time school has been taught.....	5 months.
Number of male teachers employed in public schools.....	896
Increase for the year.....	150
Number of female teachers employed in public schools.....	1,118
Increase for the year.....	263
Average wages paid to male teachers in public schools.....	\$37.07
Decrease for the year.....	2.49
Average wages paid to female teachers in public schools.....	28.98
Decrease for the year.....	12

Amount paid for teachers wages.....	\$292,719.94
Increase for the year.....	88,844.40
Amount expended for repairs and incidentals.....	79,343.76
Increase for the year.....	34,025.87
Amount received on semi-annual dividends of State school money.....	117,153.65
Increase for the year.....	70,451.07
Amount received from fines and estrays..	19,259.93
Decrease for the year.....	11,630.44
Amount raised by direct tax for the support of public schools.....	428,983.98
Increase for the year.....	86,562.28
Total amount derived from various sources for public schools.....	565,311.17
Increase for the year.....	136,095.59
Number of school houses; log, 348; frame, 606; brick, 35; stone, 224. Total,	1,213
Increase for the year.....	260
Total value of school houses.....	\$1,031,892.00
Increase for the year.....	218,829.25
Total value of apparatus.....	17,118.00
Increase for the year.....	5,816.35
Amount of bonds sold (United States 5-20's.).....	26,000.00
Amount received for bonds sold.....	29,315.00
Amount of State bonds purchased for the year.....	128,500.00
Amount paid for bonds purchased.....	119,210 10
Total amount of interest-bearing securities of permanent school fund deposited with State Treasurer..	289,450.00

SCHOOL-HOUSES.

The whole number of school-houses reported is 1,213; a gain of 260 over last year. A fine edifice was completed in the city of Atchison during the year, at a cost, including furniture, of about \$40,000. This edifice was recently destroyed by fire. It was insured, however, for \$30,000, and upon the ruins another edifice will soon stand complete.

Wathena, in Doniphan county, has erected a school building at a cost of \$10,000. At Troy, an edifice is in process of erection, at a cost of \$8,000. Seneca, the county seat of Nemaha county, completed an edifice valued at \$15,000. The city of Fort Scott has taken steps to build a house worth about \$30,000. Topeka has laid the foundation for an edifice at a cost of \$34,000. At Leroy, an edifice has been erected at a cost of nearly \$10,000. School houses have been built at Irving, Manhattan, Neosho Falls, Oswego, Washington, Alma, Olathe, and at many other central points in the State. In addition to these, a greater number of good school houses have been built in rural communities than in any previous year.

COLORED CHILDREN.

The statistics of this year do not distinguish between colored and white children. In some districts the old prejudice

still exists; but the law provides that the educational advantages extended to colored children shall be in all respects equal to those furnished to white children. By the ratification of the Fifteenth Amendment to the Constitution of the United States, the right of suffrage will be conferred upon colored men, and that will do much toward removing the prejudices which now exist. The sooner, perhaps, the educational statistics of a State drop the discrimination respecting the color of persons of school ages, the better. Separate schools in nearly every case are bad economy, as well as a disgrace to republican institutions. If colored persons are human, treat them as humanity deserves. Why close the school room against a child because he is of darker hue than his fellows? Why waste funds in supporting a separate school for a handful of colored children? The time will soon come when such a course will be looked upon as both foolishness and barbaric injustice combined.

AN ENGLISH DICTIONARY A NECESSITY IN EVERY SCHOOL.

The maintenance of public schools, and the fact that in these schools teachers and pupils acquire the habit of referring to authoritative standards in pronunciation and definition, are among the most effective means of preserving the purity and precision of the English language. Accordingly the people, whether in Maine, Kansas or California, pronounce each word in the same manner, and use it with a like signification. One can hardly estimate the effect which this unity of dialect exerts in strengthening the bonds of citizenship. It is of great interest to the State, therefore, to foster and improve, so far as possible, the national language spoken by its people. In no way can this be done so effectively as by the adoption of some plan which will put a dictionary of the English language into every public school room in Kansas. It is safe to affirm that more than three-fourths of the public schools of the State are to-day destitute of a standard English dictionary. This state of things will continue for many years unless the legislature shall devise some means to remedy it. The State of Wisconsin long since passed a law by which each school district of the State is supplied with Webster's unabridged. A similar arrangement is a necessity in our State.

A portion of the county school funds arising from fines and estrays, could not be more advantageously appropriated than to supply this pressing want. The orders might come direct from each district having a suitable house, to the county superintendent, and the amount could be charged in a separate column in making the semi-annual dividend of the county school funds. Thus, in a few years, every public school in Kansas, without any additional State appropriation and by an easy and simple method, could be supplied with a standard dictionary of the English language as an invaluable benefit to the youth of our State.

THE STUDY OF CIVIL GOVERNMENT IN PUBLIC SCHOOLS.

Public attention is now generally awakening to the very great importance of disseminating, through the agency of common schools, a better knowledge of the structure and functions of the State and National government under which we live. At the annual meeting of the State Teachers' Association, held at Manhattan, last July, the following resolution was unanimously adopted:

Resolved, That a committee consisting of the State Superintendent and two others appointed by the chair be authorized and directed to prepare and urge the passage of an amendment to the school law, requiring the addition of the Constitution of the United States and of the State of Kansas to the list of studies for the public schools, and requiring all teachers to pass a satisfactory examination on these branches of study before receiving a certificate.

The convention of county and city superintendents held at the same place, adopted a resolution of like import. Every citizen will admit the desirableness of imparting such instruction to the youth of the State.

As I remarked in my last annual report, "If our republican form of government and free institutions are to be perpetuated to succeeding generations, the youth of the State must understand the history and structure of our republic." Let the masses of the people be ignorant of their constitutional rights and obligations and our great bulwark of civil liberty will be destroyed. The necessity of the amendment recommended is more patent from the fact that large accessions of

foreign elements are constantly being added to the population of the State. It is due, then, both to the State and nation, that the schools supported in great measure by public funds, should teach what kind of a government the people have, its history, structure, functions and worth; as compared with other forms of government. By adopting a plan of thorough review also, once a month or so, and extending an invitation to the public to be present, not only would much useful information be disseminated, but the general interest of the people in their public schools would be greatly increased.

UNIFORMITY OF TEXT BOOKS.

In my report for 1867, I presented somewhat at length, the impracticability of requiring by law, a State uniformity of text books, and of giving either to a State Superintendent, or to a board, the power of deciding what that uniformity should be for a series of years. Many advantages, no doubt, would accrue by adopting such a State uniformity for a certain number of years; but the disadvantages in the long run would probably more than counterbalance. A vast system of State monopoly would be created. It is doubtless much better to let books, like other products of brain and industry, be left free to a healthy competition. Such is now the general diffusion of intelligence, that superior text books will surely be made to supplant inferior ones. The great evil of a lack of uniformity of text books is most apparent in the school room. The amendment of last winter struck at the root of the evil by providing that "The district board shall require a uniform series of text-books to be used in each separate branch, in each school." Under the influence of this law, county superintendents in several counties have held conventions of district officers to consult with reference to a county uniformity. In some cases these meetings have resulted in accomplishing the desired object. In Brown county, the superintendent writes: "District uniformity has been effected, and county uniformity is nearly achieved." Like results have been partially secured in Crawford, Franklin and other counties. In Lyon county, some of the districts have purchased the text books required, and hold them as the property of the district. The law now requires the "District board to provide

text books at the expense of the district, for indigent children or the children of parents who are not able to purchase text books." To purchase, at the expense of the district, all the text books used in the school is but another step in advance. One great objection to this plan is, that the books so purchased would be more liable to get injured, and thus involve a waste of means. But such a result need not follow. It is found that all articles of school room furniture are better preserved by being directly under the care of the teacher, than if each pupil owned his own chair and desk. The same would doubtless hold true in the use of books held as the property of the district. The teacher would be responsible to the district for the preservation of the books, as for the preservation of the rest of the school furniture. No loss would be incurred by families in buying new books, after having removed from one district or county to another. By ordering, also, the books in large quantities, sufficient to supply the county, or a number of districts, the people could secure them at the reduced rates of wholesale prices. The amount saved in this way would be no small item in the course of a few years.

ADJUSTMENT OF SCHOOL DISTRICT LINES.

More difficulties probably arise from organization and changes of school district boundaries than from all other sources. The law puts the whole power of forming and changing districts into the hands of the county superintendent. In case of personal grievances, the people have the right of appeal to the county commissioners, whose decision, after conferring with the county superintendent, shall be final. This is as well as it can be arranged on the present plan. The county superintendent is required to visit the people. He has peculiarly favorable facilities for becoming conversant with the facts on both sides. If his decision is wrong, the people have the right of appeal, and the decision may be overruled. Thus the whole matter is adjusted in the county in which the grievance originates, and by officers in direct communication with the people. With all these provisions, however, many variances constantly arise. A great responsibility, therefore, devolves upon the county superintendent.

He must exercise patience and judgment. He cannot satisfy both parties involved in every case, for let him decide in whatever way he will, one or the other side will be disaffected. And yet a superintendent can do very much toward preventing and allaying personal strife. In organizing a new county into districts he should have an eye to future wants. The object should be to encourage *large and strong districts*. In changing districts, also, he should defer action until he has heard both sides. The established policy should be—as *few changes as possible*. Let permanency of organization be fostered. So far as his official acts are concerned, let it be apparent that he is actuated solely with a desire to do what he considers right in view of all the circumstances. Nothing is more painful than variances between neighbors. And the county superintendent needs a gentle and forbearing spirit, combined with wisdom to perceive what is right and firmness to do it.

BEST TIME FOR COMMENCING AND CLOSING DISTRICT SCHOOLS.

Much is lost by not considering the times and seasons most favorable to study. Towns and cities have little or no choice. Usage has fixed the calendar of terms and vacations. But in rural communities a great mistake is often made by crowding the school term into that part of the year which should be devoted to manual labor or recreation. The extent of time during which these districts usually sustain schools, rarely exceeds seven months; four months of a winter, and three months of a summer term. These terms open and close without any regularity or thought for the best interests of the pupils in attendance. In arranging a calendar of terms and vacations for school districts, the chief considerations are:

1. The age of the pupils;
2. The climate of the State.

For young children, spring and fall terms are the most suitable. In Kansas the spring term should commence on the first week of April, and close on the last week in June. The oppressive heat of July and August is unfavorable for study. Indeed much of the money expended in the support of schools during these two months is comparatively wasted. For proof of this, let one enter the schools taught during July or

August and notice the exhaustion, the listlessness of pupils and teachers. For small children the fall term should begin about the first of September and close by the last of November. A vacation from this time until the first of April will not injure any child under ten years of age, in either mind or body. On the contrary such a respite will be in the highest degree beneficial to health. The seeds of many a fatal disease are sown in requiring very young children to go through the storms and snows of inclement seasons, or by compelling them, in their tenderest years, to inhale the bad air of unventilated school rooms. The spring and fall sessions of these primary country schools would furnish an excellent opportunity, also, for introducing, in the form of general exercises, the study of plants and colors. The leaves, flowers and grasses would be at hand for illustrations, and thus the esthetic nature of the child would be cultivated and love for nature and nature's God early implanted.

The winter term for older pupils should commence about the first of November and close on the last week of February. This avoids all infringement upon the time usually devoted to fall and spring work, and would prevent much of the irregularity of attendance now noticeable in the case of older pupils during the months of October and March. Four winter months, also, of diligent study, under the supervision of a capable teacher, in a school conducted somewhat on the graded principle, would be worth more than nine months of irregular attendance under a teacher so crowded with classes that he can devote barely fifteen minutes to recitations which demand full thirty or forty minutes. It is a question, too, in our cities, whether half the school year spent in the school room, and the other half in acquiring a useful trade, would not be better for pupils and society, and whether, after a course of ten or twelve years of such alternate work and study, students would not evince more intellectual advancement even than is attained in the present plan of consecutive brain work, to the neglect, often, of the physical and industrial welfare of society. My own opinion is that in every instance the fair trial of such a plan combining some useful handicraft with study, would result in a superior and more practical culture.

TERM OF DISTRICT OFFICERS.

In many of the other States district officers are elected for three years, and the board is so constituted that one member is elected each year. This plan works well. It has many advantages. It gives a more experienced board. Greater stability is secured in the management of the affairs of the district, and frequent changes are discouraged. It also saves thousands of dollars to the State. The bond annually given by each treasurer requires a revenue stamp of one dollar. We have 1,710 school districts in the State. There is an annual outlay of \$1,710 in revenue stamps alone. In two years it will amount to \$3,420. This outlay also is annually increasing with the organization of each new district. It will soon amount to over three thousand dollars a year, or six thousand dollars in two years. By electing district officers for a term of three years instead of one, and so arranging it that one shall be elected each year, an outlay which will soon amount to over four thousand dollars might be saved to the people. This would soon supply each district with an unabridged English dictionary. The main objection to the proposed amendment is, that in new communities the people are not yet sufficiently acquainted with each other to risk such long terms of office. District officers for two years in succession might contravene the wishes of the people. The same objection applies in a certain degree to a short term. The force of this objection too is removed from the fact that the decisions and acts of the board, not involving the legal rights of others, can be overruled by a majority of the inhabitants. The people, therefore, have all the control desirable in special cases, while generally it would be found here, as it has in other States, that district boards constituted upon such a permanent basis would become more efficient and more interested in the welfare of the district. It takes a district officer nearly one year to become fully conversant with the best mode of discharging the duties of his position.

COMPENSATION FOR DISTRICT OFFICERS.

It is questionable whether a State has a right to enact laws requiring arduous public services without any provision for compensating the services performed. A district clerk, if

he discharges faithfully the duties required of him, will be obliged to spend from ten to twenty days each year. He is required to attend all district meetings, annual and special, the meetings of the district board, and to keep an accurate record of such meetings, to draw orders on the district treasurer for all the moneys expended during the year, to take the census of all the children of school ages once a year, to make an annual report between the 1st and 15th of September, to the county superintendent, to certify to the county clerk on or before the 15th of August a list of the tax-payers in the district, to certify the per cent. of tax levied, to report to the county superintendent the names and postoffice addresses of the officers elect, within two weeks after their election. All these, and other duties, are required of the district clerk, without a dime of compensation. Some of the reports also have to be made out in the busiest season of the year, requiring in some instances a long journey of one or two days. Now is it right to obligate a person on oath to perform all this labor for nothing? Of course every member of society has an interest in maintaining an efficient school. But the duties required of school district clerks often press heavily on some who are competent, and yet cannot afford to bear the burden. Frequent changes are the result. A person becomes conversant with the law, has learned to do the work well, but he has served several years and declines a re-election. The best officers are the persons most likely to decline. This leaves the position to inexperienced men. To provide, therefore, that the district clerk shall be paid a reasonable compensation from the proceeds of the contingent fund, for the time necessarily spent in the discharge of his duties, would be economy to the district, and simple justice to the person employed.

BOARD OF EDUCATION AND CITY COUNCIL.

Collisions have arisen in several cities of the State on account of the provision of the law requiring the city council and board of education to act together in the issue of bonds for the erection of school houses.

The council and board of education are both elected by the people. It would be much better therefore to constitute each

body separate and independent throughout. It is made the duty of the board of education to become conversant with the educational wants of the city, the amount of room necessary for the accommodation of all the children of school ages, the size, style, and location of the edifices which should be erected. Members of a board of education, after a full investigation, are themselves often surprised at the facts developed in reference to over crowded school rooms, and the discomfort and waste of means resulting from such a condition of things. Accordingly they make out an estimate to the city council of the amount of money requisite to supply suitable school rooms for the children and youth of the city.

These estimates, as they proceed from the board, are often the very lowest that should be made. But the city council, occupied more especially with the secular affairs of the city, cannot always see things in just the same light in which members of the board view them. Thus both bodies may be acting conscientiously, and yet not being similarly situated in respect to the facts in the case, a division arises. Boards of education present propositions to issue certain amount of bonds. The council refuse to give their consent. This division occasions hard feelings. The community also becomes divided. One sides with the board, and another with the council. As a result, the educational interests of a whole city are distracted for years. The way to remedy the evil is to remove the cause. The city council before contracting a debt exceeding \$2,000, must submit the proposition to the people. Let the board of education be required to do the same. This will place each body on an independent footing, and render them independent of each other and responsible directly to the people. Each body while unwilling to be overruled by the other, will nevertheless quietly submit to the decision of the people. The board of education, also, should have power to appoint a treasurer of its own, requiring him to give satisfactory bonds, and holding him to account for all money received and paid out during the year. This would remove other occasions of conflict with the city council, and leave the board and council separate and distinct in the discharge of their respective duties and responsibilities. The sooner boards

of education are placed upon this basis the better. A few months of altercation may ruin the schools of a city for years.

BOARD OF COUNTY EXAMINERS.

The law of last winter provides for a board of examiners for each county, to consist of the county superintendent and two other competent persons, appointed by the county commissioners. As the law does not specify the length of term during which the appointees shall serve, the construction is, that they are to hold their office subject to the will of the appointing power. In nearly all the counties, examining boards have been organized in accordance with the provisions of the law, and have given general satisfaction. Previous to this amendment, the responsibility of granting or withholding certificates devolved upon the superintendent alone.

However impartial his decisions might be, many would be inclined to find fault. By the present arrangement, with a board consisting of three instead of one, as before, the responsibility is shared and dissatisfaction avoided. Also, the examiners consulting together and comparing individual views and judgment, will usually arrive at more judicious conclusions. A number of county superintendents have testified to the excellent influence which this provision of the law has already exerted in elevating the standard of qualifications requisite to teach, and in keeping out of the field incompetent persons presenting themselves as applicants.

COMPENSATION FOR EXAMINERS.

The services of such a board, if judiciously-constituted, will be worth thousands of dollars to the people of a county. Of what use is it to build houses and levy taxes for fuel, pay of teachers, etc., unless the teachers holding certificates are competent for their work? Nearly all the money paid to an inefficient teacher is lost. This shows the necessity of a competent board of examiners in order to protect the interests of the people.

In order to secure the best men for such a board, it will be necessary often to select persons living at remote distances from the county seat, and from each other. To meet four or six times a year will involve considerable loss of time and

expense. It is but reasonable, therefore, that the examiners appointed should receive a fair compensation for the time necessarily spent in the service of the people. Fifty or seventy-five dollars a county would usually cover all the expense, and a single school district in the county would often save double that amount in the efficient services of superior teachers secured by means of this examining board.

EXAMINATION OF TEACHERS—TIME AND PLACE OF EXAMINATIONS.

The statute wisely leaves the time and place of holding examinations of teachers to the board of examiners. The county seat has generally been fixed upon as the most appropriate place, except when institutes are held at other points, in which case the examination is usually held at the close of the institute, and at the same place. It will be well for the boards of examiners to arrange, at least a year in advance, a calendar of the times and places of examinations, and publish the same so that teachers and the communities generally may be informed and look forward to such examination with some degree of interest. The most suitable seasons for holding examinations are the months immediately preceding the spring, fall and winter terms.

When the examiners are appointed from different parts of the county, it would be convenient both to the examiners and teachers to hold the examinations alternately at different points. The county might be divided into three or more examining districts, embracing, if central points, the county seat and the towns in which the examiners reside. The main objection to such a division is, that applicants from different parts of the county would likely wish to attend each public examination, and to hold it at a point other than the county seat, while accommodating some, would, perhaps, discommode others. At all events, a calendar of the time and place of each examination, published as a standing advertisement in the county paper, would be a benefit to the teachers and people of the county.

MODE OF CONDUCTING EXAMINATIONS.

The plan generally adopted, is to conduct examinations by means of written or printed, and by oral questions.

In regard to the number of questions that should be propounded in each branch of study, a diversity of opinion and practice has prevailed. In some instances, one hundred printed questions have been proposed in each branch. To propound so many questions is wearisome both to examiners and teachers, without resulting in any adequate increase of evidence of thoroughness. Twenty printed or written questions in each branch should usually be the maximum. In many cases ten written or printed questions, well selected, and five or six oral questions on each branch, will be better than forty. An example illustrative of the principle involved should be required in connection with each question. The clear elucidation of the principle is often more important than the answer. Many can repeat the rule for the division of one fraction by another, and yet comparatively few are able to intelligently explain the reason of the rule. The character of the questions propounded should be such as to test not simply the power of memory, but also the judgment and general intelligence of the applicant. One may be able to repeat the principal dates of history, and at the same time be wholly ignorant of the causes which logically connect one event with another. The questions propounded, also, should not be of the nature of puzzles, but fair questions, with a view to elicit the real ability of the applicants.

NUMBER OF GRADES OF TEACHERS' CERTIFICATES.

To issue too many grades of certificates has a deleterious effect. Some of these grades must necessarily indicate a low standard of qualification. This will have a tendency to place many in the field who are utterly incompetent to teach at all. The people do not always discriminate accurately in respect to the difference between a first and a fourth grade certificate. And the fact that a person holding a third or fourth grade certificate from the board of examiners is willing to teach for one-third less than another who holds a first grade certificate, will often be the strongest argument for the employment of that person. Thus many applicants who ought not to receive any certificate, will stand in the way of competent teachers. This kind of competition also tends to reduce wages. It drives

some of the best teachers from the field. It discourages young persons from entering Normal schools and other institutions, to fit themselves for the work. The policy, therefore, of multiplying low grade certificates proves a great injury both to the better class of teachers and the people who while they may save a few dollars per month in salary, will lose four times as much by the incompetency of the persons employed. The number of grades established should not exceed three; and two grades, the first and second, should be the general policy, reserving a third grade certificate to meet peculiar emergencies.

SIGNIFICANCY OF GRADED CERTIFICATES.

In some States the law fixes the basis on which teachers' certificates shall be graded. An applicant for the third grade is required by law to pass a satisfactory examination in the branches ordinarily taught in common schools. Applicants for the second grade certificate are examined in all the branches of the third grade, and certain other additional branches. Those applying for first grade certificates are examined in all the branches of the second and third grades, and in the higher branches, such as advanced algebra, geometry, etc. The objection to this basis of gradation is that it places a ban upon nearly all the teachers employed in the primary and most important schools. In other States the standard of gradation is fixed variously to denote "good," "very good," "poor," "very poor." This expresses, only in different terms, what is often meant by first, second, third and fourth grades. The grade of certificate should indicate the principal branches reviewed, the degree of proficiency in these branches, general intelligence, good moral character and ability to govern. But after all the general directions which can be established by law or otherwise, it is obvious that the grade of certificates will usually reflect simply the judgment of the examiners. A certificate of the third grade issued by one board will often indicate greater competency in every respect than a first grade certificate granted by another board of examiners. So long, therefore, as boards of examiners are composed of different men, varying in judgment and ability,

an approximate uniformity in the representative value of teachers' certificates, is all that we can reasonably hope to secure. Good moral character should be insisted upon in every case. Examiners can do much also by way of encouraging young persons presenting themselves as applicants and failing, to persevere and thoroughly fit themselves to become able and acceptable teachers. With the board of examiners will rest, in a great degree, the responsibility of determining what standard of qualification shall pervade the county. The object should be to license none but competent persons. A demand for good teachers will always create a supply of the class required.

A provision for extending the time of certificates of the first and second grades would exert a beneficial influence. Let the first grade certificate be valid for three years, and the second grade for two years, unless sooner revoked. This would stimulate teachers to greater effort, and tend to elevate the standard of proficiency required. The fact that the examining board have the power to revoke a certificate on the ground of incompetency, removes this objection of any abuse arising from the extension of time during which a certificate shall be valid.

STATE BOARD OF EXAMINERS.

Every measure which tends to elevate teaching as a profession, should be encouraged by the State. To judiciously constitute a State Board of Examiners, with power to grant applicants evincing a high degree of proficiency, certificates, valid for five or ten years, and for life, has been attended with valuable results in other States. It is but just, also, to those engaged in the work of instructing the youth of the State, that the laws and usages of society should recognize the profession of teaching as on a level, in this respect at least, with other professions. The physician secures a diploma for life. The lawyer is examined and admitted to practice throughout the State. It would be an insult to a competent lawyer or physician to subject him to an examination every year or two in the same county or State. The fact that he has a life diploma does not insure employment in all cases, but it does avoid the chagrin and disappointment of being constantly

dependent in some degree for his standing in the profession upon the judgment, and sometimes the ill will, of a board of examiners who may not always be competent for the work assigned them. The lawyer does not rely upon his life diploma for success, but it enables him to avoid much annoyance. The same is true of a teacher. The reasons for establishing life diplomas in any profession, hold good in the profession of teaching.

The most judicious board that could probably be constituted, should consist of the State Superintendent of Public Instruction, the Principal of the State Normal School, the superintendents of public schools in the two largest cities in the State, and three appointed by the State Teachers' Association. If the State should establish several Normal schools, the principals of all could be added. Such a board would usually represent very fairly the educational talent of the State, and being intimately connected with the public schools, would be able to judge of the special qualifications essential to success in the department of public instruction.

TEACHERS' INSTITUTES.

By an amendment passed last winter, the State Superintendent of Schools is required to hold a teachers' institute in each judicial district. And it is made the duty of the county superintendent to hold a county institute at least once a year. The judicial district institutes for the year were held at Council Grove, Cottonwood Falls, Oswego, Fort Scott, Topeka, Lawrence, Wyandotte, Highland, Junction City, and at Pleasant Ridge, eight miles from Leavenworth. County institutes were also held in connection with all the judicial district institutes, and also at the following places: Humboldt, Iola, Mound City, Osawatomie, Ottawa, Emporia, Girard, Lowell, Chetopa, Holton, Irving, Hiawatha, Carson, Atchison, Winchester, Wabaunsee and Washington.

More institute work has been done in the State during the year than in any previous year. Nearly the whole State has been reached more or less by this species of Normal instruction. Under the old law, no certainty of the success of an institute was insured. The State or county superintendents might appoint one, but it was optional with teachers to attend

or not, and discretionary with district boards to allow teachers to attend or not. But the present law obviates this difficulty by requiring teachers to attend the county institutes, and providing that persons engaged in teaching at the time shall not forfeit any part of their salary by such attendance. This is the correct principle. If an institute is properly conducted, the people gain far more than they lose by allowing those in their employ to attend an educational convention specially designed for the instruction of teachers.

MEANS NECESSARY TO RENDER INSTITUTES EFFECTIVE.

A poor institute is a waste of time. The people are not benefitted. Teachers are not improved. Many institutes, too, which are regarded as a success, are followed by no results other than the exhilaration of having had "a good time." An institute should be a season of keen, hard, thorough work. To make it such as it ought to be, will require three things—brain, experience and money. The conductor must be a man of tact, to hold the convention to its work; the instructors must be persons of pith and point, and the means provided must be sufficient not only to meet local bills, for halls, printing, &c., but also to pay the traveling expense and suitably remunerate the very best instructors and lecturers available.

HOW CAN THESE MEANS BE SECURED?

The State should make an annual appropriation for this work. Other States are doing it. The following amounts were appropriated last year by the several States, for the support of teachers' institutes within their respective jurisdiction: New York, \$15,000; Maine, \$4,000; Connecticut, \$3,000; Massachusetts, \$3,000; Minnesota, \$2,000.

The appropriation of a reasonable amount by the State, and subject to the order of the State Superintendent, would enable him to hold not only institutes in each judicial district, but also, with competent assistants, to make out a calendar of institutes each year, for all the counties of the State, and do very much towards rendering each convention in the highest degree beneficial to the teachers and to the people. This plan has proved so in other States.

Another feasible measure quite generally adopted, is for

the State either to appropriate directly, or to authorize county supervisors to allow annually a sum not exceeding a certain amount to each county, for the support of teachers' institutes. The States which have established such provision, and the amounts set apart are as follows: California, \$250 to each county; Pennsylvania, \$200 to each county; Ohio, \$100 to each county; New Jersey, \$100 to each county; Michigan, \$100 to each county; Vermont, \$60 to each county; Iowa, \$50 to each county; Indiana, \$50 to each county; Arkansas, \$50 to each county.

A small fee might also be charged applicants for teachers' certificates, to be appropriated to the maintenance of institutes. The principle examinations are made at the close of institutes. It would be suitable, therefore, to require a reasonable fee of applicants, with which to create an institute fund, to defray expenses incurred for their own especial benefit.

It is very important that means should be provided where-with to increase the efficiency of the institutes annually required to be held in the State. These conventions are necessary, and will be for many years to come. Institutes are not designed to take the place of, but to supplement the work of Normal institutions. At every institute held, a considerable amount of time and means is expended by the teachers in attendance. During the session of the institute, the public schools of the county are required to be closed. This involves an expenditure of time and money on the part of the people.

And now it is the duty of the State to put these institutes upon such a pecuniary basis as shall more than render an equivalent for all the time and means expended.

ANNUAL SCHOOL FUND.

Table "E" exhibits in detail the disbursements of the semi-annual dividends for the fiscal year. The amount to each person in the State over the age of five and under the age of twenty-one years, on the March dividend was *one dollar and six cents*. On the July dividend, forty-two cents. Total, one dollar and forty-eight cents. About \$12,000 is still due this fund from Leavenworth county, on account of failure to pay into the State treasury the proceeds of the one mill tax for

1867. It would be well to enact a law providing that in case a county fails to collect or pay into the State treasury the amount due on the one mill tax, the State Superintendent of Public Instruction shall be required to withhold from such county the semi-annual dividends for that year, or at least that portion of the dividends arising from the one mill tax. It is not just to other parts of the State that a county refusing or failing in any way to levy and collect the one mill school tax, should receive any share of the proceeds of the tax raised by other counties.

From a statement furnished from the books of the State treasurer, it appears that the receipts of the fiscal year from interest on bonds invested in permanent school funds, interest on unpaid installments on sale of school lands, proceeds of the one mill tax and fees paid by agents of insurance, were \$123,611 87.

The following summary exhibits the disbursements of the State superintendent in the form of orders drawn on the State treasurer :

DISBURSEMENTS.

On the March dividend,	\$83,314 94
On the July dividend,	32,920 86
Orders in favor of the Kansas Educational Journal,	948 00
Total,	\$117,183 80

The semi-annual disbursements for 1868 amounted to \$55,989 90. It will be seen that the dividends of the year exceed those of 1868 by over sixty thousand dollars.

CORRECT BASIS OF APPORTIONMENT.

An important design in the distribution of the semi-annual dividends should be not only to aid in maintaining public schools, but also to increase the efficiency of the whole system of public instruction. At present the State funds are apportioned to each district or city which maintains a common school three months each year, according to the number of persons over the age of five and under the age of twenty-one years, residing in such district or city. The county funds are apportioned on the same basis. One district, however,

sustains a school six or nine months in the year. Another district maintains a school of only three months. Indeed, the chief solicitude in some cases seems to be to limit the school term to the exact time requisite to draw or expend the State and county funds. Now, the question arises, is a district, maintaining a school of only three months each year, entitled to as much of the public funds per child of school age, as a district which supports a school twice or three times as long? Again, in one district less than 30 per cent. of the children of school ages are in daily attendance. In another district, by special effort and interest on the part of the people, the average daily attendance is over 70 per cent. of the entire enumeration. The inquiry recurs, should not some discrimination be made in such cases? Is a community equitably entitled to draw public money for the scores of children outside the school room? These inquiries are constantly attracting the attention and eliciting the thoughts of observant men. In a majority of the older States, a school term of five or six months each year is required by law, and the public funds are apportioned only to such districts as comply with the requirement. A similar law for our own State has frequently been urged by county superintendents and others. One obstacle to the enactment of such a law is, that it would involve a change in the Constitution. No doubt, an annual term of three months' school is too short. Two terms, one in summer and another in winter, of three months each, are as little as any community should ordinarily maintain each year, and hope to prosper. Many, however, who are now settling our State, are busily occupied in fitting up homes for their families, organizing districts, erecting school houses, and, at the same time, struggling with limited means. Whether a State, then, and especially a *new* State, would be justified in withholding all the public funds from districts failing to support a school for a term of six months, will admit of a difference of opinion. A measure which would work admirably ten years hence, might cause unnecessary hardships at present.

The main object sought can probably be effected by changing the basis of apportioning the county school fund.

Let the State money continue to be apportioned as the Constitution requires, to districts maintaining a school for three months, and according to the number of resident children of school age. Then, let the county fund, derived from the proceeds of fines, estrays, etc., be apportioned to districts which maintain a school for six months annually, and on the basis of the average daily attendance. Thus, the State semi-annual dividends will act as a general incentive to support a school for the term required by law, while the apportionment of the county fund will act as a special incentive to maintain a school at least six months, and secure as large an average attendance as possible. The Constitution leaves the distribution of the county fund to be governed by general statute, and a simple amendment to the law will secure the desired result.

SEMI-ANNUAL DIVIDENDS FOR NEW DISTRICTS.

District clerks are required to make their annual reports to the county superintendents "Between the first and fifteenth of September in each year." On the third Monday in March and on the third Monday in July, the county superintendent apportions the semi-annual dividends of State and county school money belonging to the county, to each district reporting a school taught for three months during the year, and on the basis of the number of children of school ages "As the same shall appear from the *last annual reports* of the clerks of the respective districts." The annual report of the district, as will be seen, is made on the 1st of September. The first apportionment on the basis of that report, is made in March, seven months subsequently. Many districts, unable to report a three months' school taught during the year, closing on the first or fifteenth of September, could make such a report for the year ending the third Monday of March, or the third Monday of July. Very often the people of a district are engaged all summer in building a school house. In other instances districts are formed as late as August or September. They hold a fall term commencing in October. A three months' school is taught before the March or July dividend. Such districts should have the benefit of the public money as

early as possible. New districts are usually much in need of assistance the first year. The law, therefore, by an amendment to that effect, should provide, that a school district reporting to the county superintendent a three months' public school taught during the year ending on the day on which each semi-annual dividend is required to be made, shall be entitled to a share of such dividend on the basis of the number of children of school ages resident in the district on the last day of August. In case of new districts, formed of parts of other districts subsequent to the annual report, an adjustment would be necessary to prevent the same children being twice reckoned in the basis of apportionment. But on the whole, such a provision would work no injustice, and at the same time would benefit many new districts in great need of aid.

PERMANENT SCHOOL FUND.

The law makes it the duty of the State Treasurer to receive and pay out all moneys belonging to the permanent school fund. His report for the year, therefore, will exhibit the condition of the fund and the amount received and paid out during the fiscal year. By courtesy of the of the Treasurer the following statement has been furnished to this office:

STATEMENT PERMANENT SCHOOL FUND.

	Dr.	Cr.
By amount overdrawn in 1868, ...		\$ 5,165.85
To amount rec'd on sale U. S. bonds, . . .	\$29,315.00	
To amount rec'd on payment of note, . . .	371.56	
To amount rec'd on sale school lands, . . .	94,393.18	
To amount rec'd on estates persons dec'd without heir or will	292.22	
By cash paid on orders of school fund . comm'rs in purchase of State bonds		119,210.00
	<u>\$124,376.96</u>	<u>124,375.85</u>
Uninv'ed balance on hand Nov. 30, 1869	1.11	

Table "F" gives in detail the investments hitherto made, and the character of the securities now deposited with the State.

The following summary shows the amount of securities pur-

chased each year, and the amount of cash paid for the same. The investments commenced in 1866:

SUMMARY.

Am't of securities bought in 1866,	\$ 29,921.56	
Am't of securities bought in 1867,	66,725.00	
Am't of securities bought in 1868,	90,675.00	
Am't of securities bought in 1869,	128,500.00	
Total security purchased, . . .		\$315,821.56
Am't of cash invested in 1866, . .	\$ 26,778.36	
Am't of cash invested in 1867, . .	59,766.59	
Am't of cash invested in 1868, . .	86,613.50	
Am't of cash invested in 1869, . .	119,210.00	
Total cash invested		\$292,368.45

In July 20, 1868, the commissioners purchased twenty-five thousand dollars United States five-twenty bonds at 108½ per cent. They also converted one thousand dollars of United States seven-thirties into five-twenties, and collected payment on a note, secured by real estate, given by J. B. McAfee for money loaned February 1, 1866. The note was for \$371.56, and was the only amount ever loaned by the commissioners to individuals.

On the first of January, 1869, the semi-annual disbursement fund realized from the government bonds the semi-annual coupons of three per cent. in gold.

At the close of the legislature a large amount of State bonds being in the market, and government bonds having advanced, the commissioners sold the United States five-twenty bonds to J. R. Swallow, of the Topeka Bank, at 112¾ per cent., and invested the proceeds in State bonds purchased from the Governor at ninety-two cents on the dollar.

The amount of interest-bearing securities now deposited with the State Treasurer, after deducting the note collected and the United States five-twenties sold, is \$289,450.00. All this is in the form of State bonds bearing for the most part seven per cent., semi-annual, interest.

Last year the unpaid installments arising from the sale of school lands and bearing ten per cent. interest were reported as amounting to \$331,392.23.

I have not been able to gather either from the Auditor's books or the returns of county superintendents the actual increase of this part of the productive school fund. All of the unpaid installments on the sale of school lands, and bearing ten per cent interest, will probably now amount to nearly half a million dollars. This, together with the State bonds deposited with the Treasurer, furnishes a productive school fund already of about *three-fourths of a million dollars*.

In the management of the funds invested thus far by the commissioners, the gain to the productive fund by discount on bonds purchased and premium on bonds sold is as follows:

By discount on State bonds purchased,	\$23,453.11
By advance of prem. on U. S. bonds sold,	1,273.70

Total gain,	\$24,726.81
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The commissioners have also contracted for twenty-four thousand dollars of the military contingent bonds authorized to be issued by a law of the last Legislature. The bonds are to be delivered on the last day of January, 1870, at ninety-three cents on the dollar.

FUTURE INVESTMENT OF THE ACCUMULATING PERMANENT SCHOOL FUND.

The law has thus far limited the school fund commissioners to investments in State and United States bonds. At the time of the passage of the law government bonds could be purchased at nearly par, and State bonds at a large discount. But now United States bonds have advanced to a high premium, and the issue of State bonds is well nigh exhausted. The constitution forbids the State to issue over one million dollars of bonds, except in case of invasion and military emergencies. That limit has been nearly or quite reached. The bonds already issued by the State for improvements and military purposes amounts, according to the Auditor's statement, to \$1,275,000. Of this amount the school commissioners have secured \$289,450. Nearly all the balance, amounting to about one million dollars, is held by capitalists in Wall street, in the form of permanent investments in savings banks and kindred institutions. The bonds so invested cannot probably be pur-

chased by the school fund commissioners for less than par, and perhaps not even at that. The grave question, then, arises how shall the proceeds of the sale of school lands paid into the State treasury at the rate of over one hundred thousand dollars per year, and annually increasing, be invested?

Various methods of course obviously suggest themselves.

1. To loan to individuals on real estate security.
2. To loan to school districts.
3. To loan to incorporated cities.
4. To loan to counties.
5. To invest in the bonds of other States.
6. To invest in United States bonds.
7. To invest in our own State bonds.

The chief considerations in making investments for a permanent fund are that the investments shall be *safe, profitable and easily made*. The safety of the fund not only for the time being but in view of future contingencies, is of paramount importance. An unsafe investment at the very highest rate of interest is hazardous.

With these fundamental principles in view, let us examine the different methods of investment already mentioned.

1. To loan to individuals, even on real estate security, would not be a safe policy for the State. The school fund commissioners are elected every two years. Each of course will have urgent applications for loans from friends in need. To refuse is often a delicate matter. And to comply in one case is to open the door to scores of others with equally pressing claims, arising out of friendship and necessity. Thus the school fund in a few years would be scattered all over the State, and in the hands of favored individuals. The records would become complicated. Payments of interest and principle would in very many cases be delayed. Mortgages would have to be foreclosed. Expensive cases of litigation would constantly arise. It was in view of these facts that the school fund commissioners invariably refused numerous applications by individuals for loans, even before the law authorizing them thus to loan the school funds had been repealed. The sad experience of other States justified the course of the commissioners, and indicated the wisdom of the legislature

in the repeal of the law authorizing them to loan the funds to individuals.

2. Equally strong objections lie against the policy of scattering the permanent fund among the school districts of the State. Things are as yet comparatively unsettled. Districts are liable to constant change. Divisions and subdivisions are often urged and secured through personal quarrels and neighborhood strife. Some districts become obsolete. Others are consolidated, and more should be. In many instances the commissioners could not decide upon meritorious claims without long journeys and personal inspection. To do this would often be impracticable. Consequently the tendency might be to loan to districts contiguous to the capital, or to counties with which members of the board of school commissioners might happen to be conversant. And not a few loans might be made for political effect in the distant future. The bonds of school districts are a good investment for capitalists living in proximity.

What may be regarded, however, as an excellent investment for persons conversant with all the facts in the case and able at little sacrifice of time and means to attend to the prompt collection of principal and interest, is not considered equally desirable under different circumstances.

It was on account of these and other reasons that all bills looking to the introduction of the policy under review have invariably been rejected by the Legislature of the State.

3. To invest in the bonds of incorporated cities and counties is usually regarded as both safe and practicable. In the case of some incorporated towns, however, much risk might be incurred. While it is true that new towns and counties, will, as a general thing, equal any reasonable anticipation, still paper towns may spring up and become incorporated in the future as in the past. A town to-day may have fine prospects and effect heavy loans. In a year a railway may run just close enough to kill it. The real value also of city and county bonds will depend on various considerations—the amount of indebtedness already incurred, the amount of taxable property in the city or county, and the ratio of the indebtedness to the taxable property and future prospects.

All this will require great care, judgment and integrity on the part of the commissioners entrusted with the investment of the school funds. A few towns and counties might fare well at the expense of the rest of the State.

4. To invest in the bonds of other reliable States will necessitate the payment of large sums as premium for securities bearing a comparatively low rate of interest. All such premium paid is a loss to the productive fund. Besides, money which should be retained in the State would have to be sent to other States in payment for their bonds.

5. The same objections apply to investments in Government bonds. The premium is very high, the rate of interest is only six per cent. At present, of course, the six per cent. in gold realizes nearly eight per cent. But in the event of a speedy return to the basis of specie payment six per cent. in gold would be equivalent to only six per cent. in currency. The United States five-twenties also, are liable at any day to be called in by an act of Congress or the Secretary of the Treasury, which renders them less desirable as permanent investments.

It only remains to consider the feasibility of investing in our own State bonds. The constitutional limit, as we have seen, has been nearly if not quite reached. These bonds, too, are, for the most part, held by capitalists in Wall street, New York, in the form of permanent investments. They are never offered on the market. Many were purchased no doubt at a heavy discount, with a view to sell them again to the school fund commissioners at par or at an advanced premium. To repurchase our own bonds, therefore, would involve disadvantages similar to those incurred in purchasing the bonds of other States or the bonds of the government. The premium paid would be so much loss to the productive school fund, while the proceeds of the school lands, instead of remaining in the State, would flow directly into Wall street. Besides, the whole available issue of our own State bonds amounts to only one million dollars which would be exhausted in a few years. This leads to the inquiry whether any other feasible plan can be devised, by which the rapidly accumulating school

fund may be safely, profitably and easily invested and all the people of the State at the same time be benefitted.

PROPOSED PLAN FOR INVESTING THE PERMANENT SCHOOL FUND.

If it is desirable, in itself considered, that individuals, or that school districts should have the use of a part of these funds, at a reasonable rate of interest, and thus retain the money in the State for the purpose of fostering home industry and improvements, would it not be still more desirable if all the taxpayers in the different localities throughout the State could share equally in the benefits accruing from the use of the money arising from the sale of the school lands? The only way by which this can be effected is by submitting to the people of the State an amendment to the constitution by which the legislature shall authorize the Governor of the State to sell to the school fund commissioners, year by year, at par, bonds of the State in amount sufficient to absorb the proceeds of the sale of school lands annually paid into the treasury, or in such other amounts as could be legitimately appropriated to meet the wants of the State from year to year. These bonds, so issued, could run one hundred years, bearing seven per cent. interest. The proceeds of the bonds could be applied to at least two legitimate objects:

1st. To supply a sinking fund adequate to cancel all the bonds of the State already issued, and

2d. To meet legislative appropriations, year by year, for necessary public improvements.

The school fund, so invested, would be a loan to the whole people of the State, at seven per cent interest, and this interest, too, paid and expended at home for the education of their own children. The advantages of the proposed plan must be considered from two stand points. 1st. The permanent school fund. 2d. The State.

The advantages of this plan to the permanent school fund are,

1. It is an easy method of investment. The school fund commissioners are liable to be changed every two years. One set of commissioners may be excellent financiers, and may manage the investments so as to add materially to the face of

the productive fund. Another set of commissioners may be poor financiers. Consequently it is very important that the law should prescribe a plain, easy and feasible method of investment, so that the productive school fund may be dependent, as little as possible, upon the judgment, or lack of judgment of those whose duty for the time being may be to make the investment.

2. *It is economical.* All the premium paid for the securities of a permanent fund is clear loss to the productive fund. But even if the commissioners purchase our State bonds, or the bonds of the Wall street capitalists, the expersage each year will amount to considerable. All this is additional loss. But by converting the money into the bonds of the State on the plan proposed, no premium is paid, no charges of any kind are incurred, and no delay is occasioned by waiting for chances to invest. The money as soon as paid into the treasury could be at once converted into productive securities.

3. *It is a safe plan of investment.* The whole State is security. By providing, also, that the bonds so issued and purchased by the school fund commissioners shall not be further negotiable unless endorsed by the Governor, Chief Justice of the Supreme Court and the school fund commissioners, the bonds once deposited with the State treasurer would remain in the vaults secure against all speculation and abstraction. The coupons would be of no use to any one for being made payable at the State treasury, no one could present them without being at once detected. The advantages of the proposed plan to the State are :

1. It would retain a large portion of the proceeds of school lands in the State, instead of sending these proceeds out of the State to purchase Government bonds, the bonds of other States, or to repurchase our own State bonds now held by eastern capitalists.

2. It would improve the credit of the State, by materially diminishing the amount of scrip necessary to be issued. A considerable amount of the warrants issued year by year will be for necessary public improvements of grounds, edifices, etc. All such expenditures could be met on the plan proposed, and the amount of scrip so far diminished, and its value proportionally increased.

3. It would be a great saving of money to the people. All estimates for necessary public improvements are made on a cash basis. State warrants are estimated at eighty-five or ninety cents on the dollar. Appropriations are made accordingly. The whole loss arising from this discount on scrip falls ultimately on the people. By issuing, however, the bonds proposed instead of scrip for such purposes, the State would save all this discount on warrants issued to meet the class of appropriations specified.

4. It would materially lessen the burden of taxation.

The State has issued about \$2,275,000 of its bonds. The proceeds of these bonds have been applied to the funding of the Territorial debt, to public improvements and military purposes. The sinking fund necessary to redeem all these bonds as they become due, is raised by direct tax on the people. The plan proposed would relieve the people of all this tax. It would also relieve all the tax which might be required year by year for necessary public improvements.

5. It would not be unjust to succeeding generations.

To issue the bonds of a State to pay for current expenses, is open to the grave objection that no generation has the moral right to burden succeeding generations with a debt incurred for the pay of expenses which, from the very nature of civil government, each generation, and not another, should defray annually. This includes the current expenses annually incurred in the support of government.

But the objection will not apply to indebtedness incurred for permanent public improvements which benefit the future as much as the present, nor to the funding on longer time of an indebtedness already existing and properly contracted. This is all which the plan suggested proposes to do.

1. It is to issue and sell bonds of the State running fifty or one hundred years to the School Fund Commissioners, and apply the proceeds of these bonds to defray the expenses of necessary public improvements which, in a new State like ours, will be called for more or less year by year, instead of issuing scrip and selling it at ninety cents on the dollar, and then taxing the people for the purpose of redeeming all this scrip in less than a year, at par.

2. It is to issue and sell to the school fund, bonds of the State maturing in fifty or one hundred years, and with the proceeds of these bonds to redeem other bonds of the State already issued and maturing; in a comparatively few years. This transfer of the State indebtedness is virtually funding it on long time, and relieving the people of the sinking fund tax annually paid for the redemption of bonds maturing on shorter time. It is essentially loaning to the whole people of the State over one million dollars, for fifty or one hundred years, at 7 per cent. At the end of that time, if thought best, the indebtedness could be again funded, so that future generations, equally with the present, will have the privilege of the use of the money at a reasonable rate of interest. Besides, the indebtedness so funded would always represent an indebtedness contracted by the State for legitimate purposes which will benefit the future as well as the present.

SCHOOL LANDS.

The 500,000 Acre Case.—The Constitution of the State, Article 6, Section 1, provides that "The 500,000 acres of land granted to the new States, under an act of Congress, distributing the proceeds of public lands among the several States of the Union, approved September 4, A. D. 1841, shall be inviolably appropriated to the support of common schools." The States of Iowa, Wisconsin, California, Oregon and Nevada, by their Constitutions, made a like appropriation of the lands in question for the support of common schools.

In 1866, the legislature, notwithstanding the provision of the Constitution above cited, appropriated the whole 500,000 acres to four railway companies, and provided for the appointment of an agent to sell the lands and pay the proceeds to the State treasurer, to be held in trust for the benefit of said companies. In view of the provision of the general statutes, which declares that "The educational interests of the State shall be under the supervision and management of the State Superintendent of Public Instruction," and, also, in view of the fact that the Constitution of the State had consecrated the lands inviolably to the support of schools, I deemed it my duty to institute a case, in the form of an injunction.

restraining the officers constituted by the law of 1866 to consummate the sale, from issuing patents to purchasers of said lands, granting certificates or receiving moneys on such sales. The object was to secure a decision from the Supreme Court as to whether the lands, under the Constitution, belong to the State for the support of common schools, or to the railway companies. The case was first instituted in the District Court of the Third Judicial District, held at Topeka, and a formal decision requested, for the purpose of carrying the case up and testing the question before the Supreme Court. The arguments were presented to the Supreme Court at its session last February. Judge Solon O. Thatcher appeared in behalf of the common schools, claiming that the law of 1866, alienating the lands, is unconstitutional. Messrs. A. Danford and B. F. Simpson appeared on the other side. It was agreed by the counsel on both sides to waive all technical points, and present to the Court for decision simply the question as to whether or not the title to these lands, as stipulated by the Constitution, vested in the State for the benefit of common schools.

The Court has declined to give any decision on the main point involved, on the ground of alleged informalities in the presentation of the case. The responsibility, therefore, of taking any further action in the case, rests, as intimated by the Court, upon the people, through their Legislature.

In this connection it is due myself to state that what I have done, has been done not in any opposition to railway companies, for no citizen should ever cherish the least hostility toward enterprises which are doing much for the development of the State. I did what I considered obligatory on me as intrusted with the interests of the public schools of the State. Railway companies have rights. Our schools have rights. The people have rights. And the object should be to protect the rights of all without infringing upon any.

Indian Lands Disposed of Without any Reservation for the Support of Common Schools.—In my report for 1867, a statement, furnished by the Register of the Topeka United States land office district, was presented, showing that the school lands lost to the State by the final disposition of Indian

reserves and trust lands within said district, amounted to 159,269.44 acres. This does not include the school lands, amounting to about 50,000 acres, lost by the treaty alienating the Cherokee neutral lands, which embrace the whole of Crawford and Cherokee counties and the south part of Bourbon county.

It was only a little over one year ago that the public mind became, in some degree, aroused to the very great injustice being suffered by the common school endowment of the State, on account of the wrong policy of alienating these Indian lands, which, in an important sense, constitute a part of the public domain, and bestowing them at a nominal price upon individuals and corporations, without reserving a single acre for the support of common schools. The Osage treaty of May, 1868, by which it was proposed to alienate about 8,000,000 acres of Kansas soil, or nearly one-sixth of the whole area of the State, and dispose of this vast tract to one man, at less than twenty cents an acre, without reserving a foot for the support of public schools, was the immediate occasion of calling public attention both in this and other States, to the fearful length to which the policy was being pushed in wresting the public domain from the settler and creating a gigantic landed monopoly on Kansas soil, regardless of the rights of the people and the interests of our public schools. That a reaction of public sentiment should take place, was what might be reasonably expected. This reaction was felt in Congress. It has already very materially benefited the educational interests of the State.

Recent Accession of Lands to the Common School Endowment.—By an act of Congress, in the form of a joint resolution, approved April 10, 1869, Sections 16 and 36, on that part of the Osage reservation known as the Osage ceded and trust lands, have been secured to the State for the support of public schools. This provision of the act referred to includes all of Sections 16 and 36, or their equivalents, in Labette and Neosho counties, and, by a construction of the Commissioner of the General Land Office, all of Sections 16 and 36, or their equivalents, on what is known as the "twenty mile strip," on the north of the Osage diminished reserve, and extending from

the west line of Neosho county through the south part of Wilson, Greenwood, and Butler counties, to the west line of the Osage reserve, a distance of about two hundred and fifty miles. The amount of school lands thus secured to the State by the act of Congress of the 10th of April last, is as follows:

In Labette county.	- - - - -	22,408 acres,
In Neosho county,	- - - - -	20,480 acres,
On the twenty mile strip	- - - - -	177,777 acres,

Total,	- - - - -	220,665 acres.
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This, at an average of \$5.00 per acre, will realize to the school fund the sum of *one million one hundred and three thousand three hundred and twenty-five dollars*.

Indian Reservations yet Subject to Treaty.—The Indian reserves within the limits of Kansas yet to be treated for by the general government are the Pottawatomie, the Kaw and the Osage, diminished reserves. The Pottawatomie diminished reserve embraces an area of about eleven miles square. Over ten thousand acres of school lands are included in the Kaw reserve. The Osage diminished reserve contains an area of thirty miles north and south by about two hundred and fifty miles east and west, or 4,800,000 acres, and including 266,666 acres of school lands. The treaty for disposing of this immense tract is now pending, and in the hands of the Committee on Indian Affairs in the United States Senate. There is danger, also, as I am informed, that the treaty will be so shaped in its final passage as to provide for the securing of only the 16th section, instead of sections 16 and 36, in every congressional township for the support of schools.

I trust the Legislature, at its approaching session, by resolution, memorial, or otherwise, will do all in its power to secure, through our Senators and Representatives at Washington, the full quota of sections 16 and 36, to which the public schools of the State are entitled in the final disposition of all Indian lands hereafter to be treated for by the United States government.

MODE OF SALE OF SCHOOL LANDS.

The several steps in the sale of school lands are briefly these:

1st. A petition signed by twenty house-holders, residents of the township in which the land is situated, must be presented to the county superintendent, requesting him to expose to sale certain described tracts of school lands within their township.

2d. On the receipt of such petition, the county superintendent, by and with the consent of the county commissioners, appoints three disinterested residents of the county, who under oath shall appraise separately each forty acres of the tracts set forth in the petition, or in smaller sub-divisions in case of timbered land; provided that no appraisement at less than three dollars per acre shall be of any validity.

3d. The appraisers so appointed report in writing to the county clerk, who is required to file the same and place it on record in a book kept for that purpose.

4th. The county treasurer, having given four weeks' notice of the time and place of sale, together with descriptions and appraised value of each sub-division, offers the lands as sub-divided and appraised to the highest bidder, at not less than the appraisement. The purchaser is required to pay one-tenth down, and the balance in ten yearly installments, with interest at ten per cent. per annum, and in case of timbered land one-half must be paid at the time of purchase.

5th. If school lands thus appraised and offered fail to sell at the time specified, the county treasurer may dispose of the same at private sale, at not less than the appraisement and value of improvements.

This last provision has resulted in considerable loss to the school fund during the past year. Many tracts of land appraised two or three years since remained in the hands of the county treasurers, subject to disposal at the appraised value.

During the sudden rise of farming lands last summer, speculators in several counties rushed to the purchase of school lands appraised at very much less than they would have been at the time of sale. Such, I am informed, was the case particularly in Riley and Marshall counties. Treasurers having the school interests at heart would ordinarily refuse to sell under such circumstances, and wait for a re-appraisement. The law does not compel them to sell at a sacrifice.

I would earnestly recommend to the Legislature to repeal that provision of the law by which county treasurers are empowered to sell school lands at private sales, after they have once been publicly offered. The area of many of our counties is quite large. The day designated for the public sale may be so inclement that few comparatively can attend. The sudden rise of streams by a single shower may prove an impassable barrier to persons desirous of purchasing. Sickness or accident in some cases may work disadvantageously, in keeping away those who would, if present, increase the bids and thus augment the school fund of the State.

For these and other reasons that might be adduced, to withdraw the right of disposing of school lands at private sale would be a wise policy. If school lands are offered at public sale and not sold, let them remain subject to a future re-appraisement and public sale, but let them not fall into the hands of grasping speculators.

It is a question, too, whether the advance in the price of land throughout the State would not only warrant, but demand that the minimum at which school lands may be sold should be raised from three dollars to five. The general disposition is painfully patent in every state to dispose of school lands as early as possible at a minimum price. At public sales even, combinations have been previously entered into in order to prevent competition. A great responsibility, therefore, rests upon the people through their legislature, to throw around these lands all the safeguards possible, to raise the minimum as high as practicable, and thus give the school fund the benefit of the rise in the price of lands and the healthy competition of well-settled communities.

NEED OF A FULLER AND MORE EXPLICIT REPORT OF THE SALE
OF SCHOOL LANDS.

The present law provides that the county clerk shall, semi-annually, on the first days of January and July of each year, transmit to the State Auditor an abstract of the land for which he has issued certificates during the year, the amount of the purchase money for the same, the amount paid on each parcel of land, and the amount paid on yearly installments for the current year, principal and interest separately.

Nearly all the returns heretofore made by county clerks to the State Auditor, simply describe the several tracts sold without stating the number of acres in each. It is very important that the returns of county clerks should be more full and specific, and that the State Auditor should be required, and furnished if need be with sufficient facilities, to present to the people of the State year by year:

1. The number of acres sold during the year ending July 1st, in each county.
2. The amount of sales for the year, and amount paid as first installments.
3. The average price per acre.
4. The amount of superintendents' orders allowed for expenses of sale.
5. The whole amount paid as principal during the fiscal year on all the school lands sold by the State.
6. The amount of interest paid during the fiscal year on unpaid principal.
7. The amount of delinquency of each county on installments and interest due.
8. The whole number of acres of school lands sold in the several counties since the admission of the State.
9. The total amount of sales.
10. The average price per acre.
11. Total amount of superintendents' orders allowed for expense of sale.
12. Whole amount paid into the State treasury as principal.
13. Total amount due on all the unpaid installments.
14. Number of acres of school lands disposed of in each county under the Territorial government.
15. Amount of sale of school lands under the Territorial government.
16. Total number of acres of school lands in each county now remaining unsold.

All of the foregoing statistics are essential year by year, in order to an intelligent understanding of the financial interests of our public schools, and a wise forecast in the management and investment of the funds.

STATE NORMAL SCHOOL.

The State Normal School at Emporia is in a flourishing condition. Nine graduated from the institution last July. The present senior class numbers fifteen; middle class eighty-six; junior class forty-two. The number in the normal classes of the full course is one hundred and forty-three. The preparatory and model departments have forty-seven in attendance. Total number in attendance during the year, one hundred and ninety-nine. Devotion to the work of teaching is strongly evinced as a ruling motive in the school. A new building is already needed to meet the growing necessities of the institution, also facilities for reducing the price of board to students in attendance.

NORMAL INSTRUCTION FOR THE STATE.

The necessity of establishing public schools is now universally admitted. But the question arises, how can these schools be rendered more effective, not simply in towns and cities, but all over the State? How can district schools be infused with life and activity? How can the vast amount of money expended for educational purposes be made to result in the greatest practical benefit to the people? One important reply is, by a well matured system of normal instruction for the State. A school is what the teacher makes it. A good building, apparatus and many other things are essential. But in an important sense the teacher is the school. Let the teacher be efficient and the school will be a success. Let the teacher be incompetent and all the means expended are comparatively thrown away. Every dollar, therefore, spent by the people in normal instruction is returned in a tenfold ratio. It is for these and other reasons that the establishment of efficient normal schools are absolutely indispensable. Teachers' institutes and transient lectures will accomplish much, but they never can take the place of established institutions with matured courses of study and consecutive training in the branches taught in common schools, as well as in the most approved methods of imparting instruction.

A NORMAL SCHOOL LIMITED BY AREA.

A normal school must be in active sympathy with the public schools. It is not an academy. It is not a university.

Its distinctive and sole mission is to *teach how to teach*; in other words to prepare teachers for our public schools. The moment a normal school leaves its legitimate work to spend its energies on abstruse sciences and studies far above the range of public school instruction, that moment it so far forth ceases to be of practical benefit and becomes like a piece of artillery which fails of effect by shooting over the mark. A normal school is designed to act as a central and vital organ, to infuse life and activity in the public school system of which it forms a part. To accomplish this a certain degree of contiguity is essential. Within a circle of a radius of forty or fifty miles a normal school exerts great influence. It attracts pupils. It sends forth teachers. It elevates the tone and standard of instruction. Beyond that area its influence will be less perceptible. As a general thing the county in which a normal school is located will furnish more pupils and secure more competent teachers than any other one county in the State. This is not the fault of a normal school. It is not the fault of the county. It is simply a condition of things which has always existed and which will always exist from the very nature of the case. Teachers of district schools usually receive comparatively small compensation. The expenses of long journeys press heavily. Many will be deterred from entering a normal school one hundred miles distant who would be attracted to a school forty or fifty miles distant. It could easily be shown, also, that a normal school is limited by population as well as extent of territory. Two or three hundred students are usually as many as can well be accommodated in one institution. In the course of a few years, with the present tide of immigration, five or six of our more populous counties should fill a normal school with pupils. Educationally as well as agriculturally a limited territory well cultivated will produce more valuable results, than an extensive area half cultivated.

Kansas will need more than one Normal School.—The State of Massachusetts, with less than one-tenth the area of Kansas, has four normal schools. The State of New York with not much more than one-half the area of Kansas and with all the prestige of the Albany and Oswego State Normal Schools.

is now taking steps to establish six more in different parts of the State. Pennsylvania is divided into ten normal districts, and has four normal schools already in successful operation. When the regents of the State normal fund of Wisconsin were about to fix upon a plan of procedure, the question arose whether to establish one State Normal School at some central point, or to make arrangements for the establishment of several normal schools at different points in the State. The board was composed of men of the most enlarged and liberal views respecting the educational wants of the people. They accordingly investigated the practical workings of normal instruction in other States, and after much careful deliberation came to the conclusion that the State of Wisconsin would absolutely need a number of normal schools if any adequate proportion of the common schools of the State was to be effectively reached. In pursuance of this impartial and judicious conclusion two normal schools are now successfully maintained in Wisconsin, one at Plattville, in the south-west part of the State, and another at Whitewater, in the northeast part of the State. In addition to these, a normal department, as I understand, is sustained in connection with the State University at Madison. The design is to establish, from time to time, other normal schools, with a view of making them as accessible as possible to the people, and by furnishing an abundant supply of competent teachers to elevate the standard of public instruction throughout the State. Illinois, with a State Normal University at Bloomington, has already taken measures to establish another in the more southern portion of the State, and not only that, but a law was recently passed by which a single county is authorized to maintain a county Normal School. Michigan is agitating the same question. Minnesota has one and is about to establish two other normal schools. All this indicates the tendency of the times: It is to multiply and render more accessible the facilities for normal instruction. This is the result of actual experience. It is the outgrowth of necessity and in accordance with the original design of normal schools. The great object in the establishment of such schools is not to furnish liberal culture to a few, nor to supply towns and cities with effective teachers, but to

reach so far as possible all the public schools of the State and especially to infuse life and energy into our district schools, in which, after all, the great majority of the youth of the State is being educated. In order to accomplish this, the facilities for normal instruction must be within reach of the masses of the people. In addition to the normal school at Emporia, which is doing excellent work, the State already needs another normal school in northern Kansas, at some central point on the line of the Central Pacific Railway, and easily accessible to two tiers of important and populous counties. Others will be needed as the State develops in wealth and population.

The current expenses of normal schools in the different States range from \$12,000 to \$16,000, annually for each school. This does not include the cost of the buildings. The location should be central and easily accessible with reference to the extent of territory sought to be reached. The site should not be less than twenty acres, and beautifully situated. As a general thing, the site, and suitable buildings, would be donated by the people of a town, city, or county, as a consideration for the location of an institution, so that the expense to the State would be confined at first to the necessary current expenses. The main object however, on the part of the State should be to locate each institution at the most central and eligible point, regardless of slight additional expense. The interest of the people, and not the benefit to a particular town, is the main consideration.

To devise the most feasible measures for the supply of adequate normal instruction for Kansas, it is very essential to constitute, as has been done in other States,

A State Board of Normal School Regents.—These regents should represent different sections of the State, and be intrusted with the general supervision of the normal schools, from time to time established. In this way injurious rivalry of localities would be discouraged. Each normal school would not be considered as isolated in its own special welfare, but would be regarded as part of one harmonious and important whole. Besides the recommendations of such a board, if properly constituted, would command great consideration on the part of the legislature, year by year, from the fact that the

measures proposed pertained not to the interests of a single locality, but to the general interests of the State. Such a board, also with this broad and impartial mission before it, might be able to do much towards increasing the normal fund of the State.

In 1865 Wisconsin passed a law setting apart a certain portion of the swamp and overflowed lands of the State as an endowment for the support of normal schools. These lands have already yielded a productive normal fund of over six hundred thousand dollars. And the value of the land still unsold is estimated at nearly a million and a half dollars. A State board of regents of normal schools is established by law. Thus the State of Wisconsin, by a wise and comprehensive policy has secured a normal school fund which will ultimately exceed *two million dollars*.

In a former report I stated that the schools of Kansas had lost a large amount—over two hundred thousand acres of the choicest school lands in the State, on account, as I believed, of the wrong policy of having disposed of certain Indian reservations to companies and speculators without reserving a single acre for the benefit of common schools. I still think if our Senators and Representative had from the first made a determined and united effort all the school lands thus lost, could have been saved for the schools of Kansas. As it is the only thing which the people can hope for is to secure from Congress an equivalent in the form of other public lands. A board of regents for normal schools, such as I have suggested, might possibly, through the aid of our United States Senators and Representative, obtain an equivalent of other public lands in the unsettled portions of the State, in lieu of the school lands lost on Indian reservations, for the purpose of establishing a normal school fund somewhat commensurate with the future wants of Kansas. If such a grant could not be obtained the resources available for the support of normal schools would be:

1. The present normal school endowment, consisting of thirty-seven thousand seven hundred and sixty acres of land. This will not support more than one normal school.

2. Annual appropriations by the State for the support of

normal schools. This is the method adopted by all the States which have no special normal school endowment.

3. A provision by which a portion of the income of the permanent school fund and proceeds of the one mill tax, after such income and proceeds shall have exceeded \$200,000, annually, shall be appropriated to the support of normal schools. To do this would probably require an amendment to the Constitution.

— It would be entirely legitimate to so appropriate a part of the common school income. More advantage would probably accrue to the people, in the end, if half of the income of the common school fund should be devoted to the special preparation of teachers, than if the whole income should be expended on the salaries of incompetent instructors.

STATE UNIVERSITY.

The number of students enrolled in the University since February, 1869, was one hundred and forty-three. Of these four are in the classical course, twelve in the scientific course and the rest in the preparatory department. Eight instructors were connected with the institution during the year. The library has been increased by the addition of over two thousand volumes. The chemical department has been for the first time organized. A fine astronomical transit, an astronomical clock, standard balances, weights and measures have been added to the apparatus of the institution; and an observatory wing, thirty-nine feet long by twenty feet wide and fourteen feet high, has been erected for the use of students in practical astronomy. A full and explicit statement of the condition of the University will be found in the report of the Chancellor hereto appended.

STATE AGRICULTURAL COLLEGE.

One hundred and seventy-three students have been enrolled in the Agricultural College during the year; ninety-seven gentlemen and seventy-six ladies. Of these, thirty-two are in the classical department. Twenty-two counties are represented, and seven different States. The report of the board of regents, hereto appended, gives a full exhibit of the

condition and wants of the college. The income of the endowment is limited by law of Congress to the support of the instructors, consequently the college is dependent on the legislature for appropriations for the erection of buildings and provision of suitable arrangements for boarding students in attendance. A large amount of the lands have been disposed of on advantageous terms. Previous appropriations were made by the State to the college in the form of a loan. I would urgently recommend that the obligation be cancelled and the amount of the loan be applied to secure a boarding house and other necessary improvements. As will be seen by the report of the several departments, the college is doing all that can be expected of it with the means at command.

CONSOLIDATION OF THE STATE UNIVERSITY AND AGRICULTURAL COLLEGE.

It was a great mistake at the first to divide the endowments of these two institutions. The separation was effected during a session of the legislature in which almost every locality of the State was eager to secure the location of some State institution. The rivalry of sectional interests, therefore, was unfavorable for the time being to a calm and impartial consideration of the highest interests of the institutions about to be located. This was especially true as regards the separation of the University and Agricultural College.

The tendency, for many years has been in the direction of a complete development of the system of public instruction which the people themselves have inaugurated. The select school is almost universally giving way to the public school. Public instruction in Boston, Chicago, Leavenworth and other cities, notwithstanding some defects, has already surpassed in efficiency and real economy and has actually supplanted the select schools that had been previously established. The grammar and high schools are taking the place of seminaries and academies. The same marked tendency is manifesting itself in the direction of the higher institutions. The State of Michigan has furnished an example of what our system of public instruction may become, beginning with the primary department and culminating in a State University known and honored throughout the land.

The question with the people of Kansas, in fostering and developing their educational interests, is not one of locality, party or personal claims, but the all important question, how can our schools and State institutions be made to subserve most effectively the interests of the people of the State? If the University and Agricultural College can attain a higher standing and accomplish more for the people by being separate, they should remain separate. But if the two endowments combined is scarcely adequate for one first class State institution, then these endowments should be consolidated, and the sooner the better.

The constitution of the State expressly stipulates that "provisions shall be made by law for the establishment, at some eligible and central point, of a State University, for the promotion of literature and the arts and sciences, including a normal and agricultural department." It is true the special grant of Congress for the establishment of agricultural colleges was made subsequent to the adoption of our constitution; still the framers of the constitution, in view of the limited University endowment, seemed to have anticipated both the probability and desirableness of securing in the future further grants from other sources, and accordingly added a special provision that "all other grants, donations or bequests, by the State or by individuals, for such purpose, shall remain a perpetual fund, to be called the University fund, the interest of which shall be appropriated to the support of the State University." These provisions of the constitution are not adduced as setting forth any legal claims of one institution to any funds other than its own, but simply as indicating the liberal views which the framers of the constitution and the people, by its adoption, entertained of what a State institution should be—an institution developed not only in accordance with the germain idea of a University, but also after the plan and pattern of the most successful universities in the land—an institution which should embrace in its courses of study not alone a classic and literary culture, law and medicine, but also the "arts and sciences" in their application to all the industrial pursuits of life, and especially including an agricultural department. It evinced great forethought and sound practi-

cal sense on the part of the framers of the constitution, to require an agricultural department in connection with the State University. In no other way can a taste for husbandry be more effectively developed in the youth of the State. It is very important that lawyers, merchants, physicians, mechanics and indeed all classes of society, should be somewhat conversant with the cultivation of the soil, the best modes of cultivating vines, fruit trees and garden products of all kinds. A youth enters an institution for the purpose of securing a liberal education, preparatory to entering some one of the learned professions. While pursuing his studies, he comes under the influence of the agricultural department. He learns to graft, and how to cultivate vines of various kinds. He acquires a taste for such pursuits. Such knowledge will prove beneficial all through life. It will minister to the comfort of thousands of houses in every part of the State. What lawyer or physician, merchant or mechanic would not prize such advantages added to the University education of a son? Besides, those entering the institution for the purpose of fitting themselves specially for the vocation of husbandry, would come in immediate contact with the whole culture, tone and associations of the University, which of themselves constitute most valuable means of culture and refinement. Thus professional men and husbandmen would graduate from the same institution with far more varied culture than could possibly be attained if the two institutions remain separate.

The question here arises, what will be the probable annual expense of supporting such an institution as that contemplated by the constitution of the State? The reply to this inquiry is furnished by a recent financial report of a State institution but yet comparatively developed, and managed upon the most economical principles. I refer now to the Michigan State University. The estimated current expenses for the year ending June 30th, 1869, amount to \$74,387.66. Of this amount, the estimate for the mere salary of teachers alone was \$41,485.00. This shows the immense expense which a State University will involve when it shall become but partially developed. That the people of Kansas are desirous of establishing a State institution which in breadth, scope and

standard of culture, shall ultimately equal, if not surpass, the present status of Michigan State University, no one can doubt. But how shall this desideratum be effected? One way in which it cannot be effected, is to depend every year upon legislative appropriations, with which to meet current expenses. In the case of normal schools and asylums for the deaf, dumb and blind children of the State, a legislature is usually more disposed to make adequate appropriations for current expenses. Normal schools being intimately connected in the supply of teachers, with our whole system of common schools, can more easily secure the sympathy of the representatives of the people. Asylums appeal directly to the compassion of men. But a State institution of the nature of a University, is further removed from the people. For want of proper attention to the subject, or for lack of facilities of information, but few comparatively have just conceptions of the status which a State University should attain, and the immense expense involved. All these and other causes will render assistance by annual appropriations extremely precarious and inadequate, as well as endanger the very existence of the institution itself.

The only way, therefore, by which the State can hope to establish and support an institution at all worthy of the name of a University, or worthy of the people of Kansas, is to consolidate the endowments of the University and of the Agricultural College, and merge the two into one institution, which shall become an honor to the State and to our country.

What is the present endowment of the State University? It consists of only 46,080 acres of land which, at an average of five dollars per acre, will amount to \$230,400.00. This invested in securities bearing seven per cent. interest, will yield annually but the meagre sum of \$16,128—barely sufficient to maintain a State Normal school. What endowment has the Agricultural College? By the grant of Congress it secured 90,000 acres of land, a part of which has been sold. These lands, at an average of five dollars per acre, will amount to \$450,000, which, invested at seven per cent., will yield annually only \$31,500—less than half of what it costs to meet the current expenses of Michigan University each year. The

endowments of the State University and Agricultural College combined, would amount to but \$680,400, which at seven per cent. interest, would yield annually only \$47,628, or \$26,759.06 less than the estimated yearly and current expenses of Michigan University.

If, by a judicious management also in the disposal of the lands, the two endowments combined could be made to realize one million dollars, even this amount, at seven per cent., would only yield an annual income of seventy thousand dollars with which to meet current expenses, and at six per cent., the annual income from the endowment would be only sixty thousand dollars. Besides, a State Agricultural College, or a University, will ultimately require at least one-half million dollars each for permanent buildings and improvements.

Now in view of these facts and figures, what should be the policy of the State? The State University of Michigan sorely needs an income of *one hundred thousand dollars annually*, in order to meet its current expenses, increase the stinted salaries of its teachers, and provide for its constantly multiplying wants as a growing University. What folly then on the part of Kansas to struggle to maintain two State institutions, whose avowed objects are substantially the same, within a few hour's ride of each other, with a double corps of instructors and the two sets of expensive buildings which will very soon be needed, when one State institution could do all the work and do it equally well. Which is better, for the people of the State or for the objects sought to be accomplished by the institutions themselves, to attempt to support two State institutions inadequately endowed, as we have seen, or by the consolidation of the two endowments to lay the foundation for one effective institution, which with a somewhat adequate endowment, together with its broad, liberal and practical culture, shall not only reflect credit upon the people of Kansas but shall become known and honored throughout the land?

The only obstacle really in the way of the consolidation urged, is that of locality. So far as those now engaged as instructors, are concerned, the consolidated institution could

advantageously retain them all, and that too with the speedy prospect of increased salaries.

Michigan University constantly employs thirty instructors. The question of locality, also, would naturally confine itself to the two points, each unexceptionable, in which the respective institutions are now located. And I submit to the candid judgment of the people of those respective localities whether they would prefer to see one fine State Institution rapidly developing in our own commonwealth to the proportions of Harvard and Michigan Universities, or by keeping the endowments separate, prevent such a consummation? It is far better for the towns and cities of Michigan to have their noble Institution as the common heritage of the State, than if each town and city had a fragment of the University.

I am aware that some will be disposed to blame me personally for touching upon this subject at all, and some may even impugn my motives as partial to one institution or the other, to one locality or another. In reply, I will only say that the presentation of the subject has been induced solely by the desire to aid in effecting a consummation which I believe would prove a great and permanent blessing to the people of the State of Kansas.

DENOMINATIONAL INSTITUTIONS.

Baker University, at Baldwin City, under the auspices of the M. E. Church; Washburn College, at Topeka, under the care of the Congregational churches; Ottawa University, at Ottawa, established by the Baptist churches; Highland University, at Highland; Wetmore Institute, at Irving; and Geneva Institute, at Geneva, connected with the Presbyterian body; Lane University, at Lecompton, under the supervision of the United Brethren, and the Episcopal Female Seminary, at Topeka, under the care of the Protestant Episcopal Church, have all enjoyed a good degree of prosperity. A more detailed statement, so far as reported to this office, will be found in another place.

In several of my reports, I have presented the policy which the State should cherish toward every enterprise for increasing the educational facilities of the commonwealth. The immediate duty of the State is to advance the public

schools and its own educational institutions on the most liberal scale, and at the same time to give the freest scope to every educational enterprise on the part of individuals or of churches.

GRADED SCHOOLS.

The system of graded schools is adopted in every city and village of the State which employs more than one instructor. Under the general law, for incorporated towns and cities, provisions are made for the establishment of graded schools without any special charter, or delay of any kind.

CONCLUSION.

The year which has just closed has been one of marked improvement in the public school interests of the State. The credit, also, for the advance made, is due mainly to the people. They have moved in every educational enterprise. They have borne the burden of erecting school-houses and supporting the schools of the State.

Without the co-operation of an intelligent and well-disposed people, school officers can effect very little, but with such co-operation the work of teachers and officers is rendered both pleasant and effective. Much has been accomplished. Very much yet remains to be done; and we may hope that the coming year, favored by a beneficent Providence, will witness still greater results.

P. McVICAR,
Superintendent of Public Instruction.

TABLES.

TABLE "A."

Showing number of districts in each county, number of district clerks' reports, number of children of school ages, number enrolled, average daily attendance, and average time schools have been taught.

COUNTIES.	Whole No. of school districts in the county as organized.	Number of reports from district clerks.	WHOLE NO. OF CHILD'N BETWEEN 5 AND 21 YR'S OF AGE RESID'G IN THIS COUNTY.			NUMBER OF CHILDREN ENROLLED IN THE SCHOOL DURING THE YEAR.			Average daily attendance.	Average time the schools have been taught.
			Males.	Fem's	Total.	Males.	Fem's	Total.		
Allen.....	32	31	853	807	1,660	487	488	975	593	5.5
Anderson	35	35	817	794	1,611	444	552	996	300	5.5
Atchison	54	54	2,646	2,386	5,032	1,872	1,698	3,570	2,765	6.1
Bourbon	68	68	2,220	2,024	4,244	1,179	1,150	2,329	1,256	5.6
Brown	48	48	976	879	1,855	639	611	1,250	701	7.0
Butler	13	11	171	137	308	123	87	210	149	5
Clay	20	13	115	110	225	111	101	212	11	4.6
Chase	19	16	323	272	595	191	187	378	184	4.5
Crawford	65	59	959	1,236	2,195	538	530	1,068	500	3.5
Cherokee.....	56	65	1,785	1,556	3,341	1,550	1,403	2,953	700	4.5
Cloud.....	9	7	151	113	264	61	49	110	10	4.7
Coffey	39	37	974	894	1,868	677	662	1,339	666	5.2
Davis.....	17	17	406	398	804	300	260	560	336	4.2
Dickinson	19	14	270	215	485	81	81	162		
Doniphan.....	64	64	2,563	2,445	5,008	1,551	1,593	3,144	1,957	6.6
Douglas	78	75	2,887	2,881	5,768	1,815	1,972	3,787	2,281	
Ellis										
Ellsworth	3	3	62	30	92	33	26	59	43	3
Franklin... ..	62	61	1,701	1,454	3,155	1,046	888	1,934	1,108	5.2
Greenwood	26	26	480	404	884	297	241	538	260	3.5
Jackson	40	40	886	824	1,710	706	684	1,390	795	6
Jefferson	73	73	2,180	1,970	4,150	1,388	1,242	2,630	1,496	6
Johnson	73	60	2,395	2,220	4,605	1,492	1,271	2,263	1,160	6.3
Labette.....	45	45	1,260	1,080	2,280	571	596	1,167	752	4
Leavenworth....	63	63	4,097	4,056	8,153	3,210	3,057	6,267	3,034	7.8
Linn.....	72	70	1,977	1,736	3,713	1,275	1,122	2,397	1,460	4.8
Lyon	46	44	1,077	972	2,049	782	740	1,522	916	5.5
Marion.....	4									
Marshall	43	40	774	805	1,579	460	424	884	636	4.8
Miami.....	62	62	2,018	1,829	3,847	1,369	1,332	2,701	1,398	5
Morris.....	17	15	338	292	630	217	189	406	250	4.9
Nemaha.....	49	49	871	824	1,695	677	637	1,314	780	6.5
Neosho.....	50	47	1,346	1,150	2,496	515	439	954	740	3.6
Osage.....	39	39	830	730	1,560	270	251	521	363	4.6
Ottawa.....	11	8	162	116	278	82	72	154	78	3
Pottawatomie ...	44	44	1,115	964	2,079	589	566	1,155		4.5
Republic	5	5	71	71	142	28	25	53	40	3
Riley	36	31	598	556	1,154	381	304	685	366	4.8
Saline.....	17	17	300	249	549	139	87	226	113	3
Shawnee.....	50	47	1,889	1,735	3,624	1,215	1,113	2,328	1,300	6
Wabaunsee	25	24	398	357	755	240	200	440		4.5
Washington. ...	30	19	326	255	581	148	130	278	175	3.5
Wilson.....	35	35	696	621	1,317	268	235	503	242	4.7
Woodson.....	24	24	486	489	975	296	299	595	355	4.5
Wyandotte	27	27	1,618	1,574	3,192	884	890	1,774	955	6.3
	1,703	1,621	48,007	44,510	92,517	30,197	28,484	58,681	31,124	

*Not reported for 1869.

TABLE "B."

Showing the number of teachers employed, average salary per month, total paid for teachers' wages, amount expended for repairs and incidentals, amounts from State fund, fines, estrays, &c., amount raised by district tax.

COUNTIES.	No. of teach'rs empl'd.		Av'ge salary of teachers per month.		Total paid for teachers' wages.	Total expenses for repairs, fuel and other incidentals.	Amount from State school fund and State school tax.	Amount from fines, estrays, exempt'ns from military duty, &c., from Co. Treas.	Am't raised by district taxes for school purposes.
	Males.	Females.	Males.	Females.					
Allen	18	19	\$35 00	\$25 00	\$ 4,711 58	\$ 441 50	\$ 2,051 28	\$ 221 12	\$ 8,414 97
Anderson..	22	23	40 00	25 00	5,521 75	2,319 75	2,306 26		12,265 62
Atchison..	41	51	47 50	33 50	21,801 50	3,559 15	6,831 68	307 20	28,487 43
Bourbon ..	37	45	39 00	28 50	17,377 00	1,133 04	5,274 72	570 96	9,249 28
Brown.....	30	29	40 00	29 00	8,508 00	2,022 00	2,283 64	101 50	
Butler	3	5	37 00	28 00	1,255 00	534 50	569 80	26 00	
Clay.....	8	10	26 40	19 10	1,380 00	144 69	341 88	277 95	823 00
Chase.....	8	14	37 64	26 55	2,135 22	2,250 00	754 80	81 39	6,170 33
Crawford..	10	34	34 00	16 00	1,178 00	987 00	824 57	65 50	159 00
Cherokee..	14	32	33 00	26 00	4,500 00	700 00	3,732 56	2,500 00	
Cloud.....	1	6	35 00	22 00	302 00	27 00	301 92		27 00
Coffey.....	25	24	42 48	30 28	6,264 00	2,454 00	2,351 72	147 26	11,804 00
Davis.....	9	16	52 58	28 43	4,495 50	1,097 74	1,474 08	811 12	5,003 77
Dickinson	6	5	33 00	26 00	1,224 00		550 24	8 60	
Doniphan.	56	37	40 51	27 25	13,157 00	2,689 00	7,099 68	311 31	17,438 00
Douglas...	29	75	48 34	39 24	15,887 20	5,160 50	7,479 00	2,663 15	24,290 15
Ellis.....									
Ellsworth	1	2	50 00	50 00	455 00	150 00	315 65		
Franklin..	37	39	39 91	29 25	9,383 50	2,088 00	3,845 04	293 00	18,964 82
Greenw'd..	13	9	36 00	30 00	2,441 50	457 00	1,225 44	2 46	24 34
Jackson...	28	18	35 00	27 00	8,380 00	925 00	2,350 04		10,058 00
Jefferson..	51	38	44 04	37 42	14,979 00	3,720 72	5,650 64	150 37	53,037 06
Johnson...	10	40	33 10	24 00	10,634 00	1,300 00	9,612 64	6,000 00	19,080 00
Labette...	15	20	38 25	30 15	2,330 00	557 00	1,145 52	437 48	885 33
Leavw'th.	35	73	49 12	38 00	34,562 96	18,814 31	11,814 86	498 35	52,081 51
Linn	38	47	42 13	29 82	10,172 00	2,566 68	5,070 48		609 15
Lyon.....	25	34	37 80	26 33	9,141 25	1,286 71	2,619 60	381 24	20,221 65
Marion									
Marshall..	22	25	37 53	30 88	5,029 50	1,172 40	1,995 04	16 00	14,136 38
Miami	37	41	40 54	31 80	12,010 00	2,198 00	4,759 00	494 00	22,507 00
Morris	11	6	44 48	39 16	3,237 50	729 58	554 51	238 83	2,979 49
Nemaha...	42	32	38 00	27 60	11,153 16	2,396 16	2,257 00	210 92	21,557 24
Neosho....	17	23	36 00	24 60	3,739 00	237 23	2,601 84	195 87	1,500 00
Osage.....	11	14	47 50	35 00	2,999 00	1,725 00		841 00	2,875 00
Ottawa	5	4	33 00	25 00	564 00	830 00	193 82	67 00	371 00
Pottawat..	19	29	32 02	24 92	5,139 00	650 00	1,963 96	592 12	13,001 21
Republic..		3		16 00	144 00	25 00	43 75		32 00
Riley	10	20	45 00	28 30	4,389 50	5,124 82	1,395 64	149 95	13,309 33
Saline.....	5	3	48 00	38 00	1,572 00	340 00	726 68	63 20	
Shawnee ..	32	35	45 00	33 33	14,000 00	3,000 00	3,660 00	441 43	21,783 00
Wab'nsee..	13	16	34 12	28 00	3,587 00	1,214 95	1,388 67		2,559 42
Wash'ton..	6	12	22 00	25 00	1,212 50	63 85	574 24	62 75	244 50
Wilson	7	8	32 50	22 00	1,579 30	68 46	1,593 40	22 05	171 21
Woodson..	13	14	30 00	21 00	3,361 00	372 00	1,041 92	20 80	4,402 79
Wyandott.	16	18	49 00	39 00	7,829 00	1,803 00	4,496 24	80 65	12,840 00
	896	1118			\$292,719 94	\$79,345 74	\$117,153 68	\$19,259 93	\$428,983 98

TABLE "C."

Showing number and material, and valuation of school houses, value of apparatus, number of district libraries, number of volumes and value of libraries.

COUNTIES.	NO. OF SCHOOL HOUSES.					Total value of the School Houses in this County.	Total value of school Apparatus in this County.	Number of District Libraries.	Number of volumes in District Libraries.	Total Value of books District Libraries.
	Log.	Frame.	Brick.	Stone.	Total.					
Allen.....	10	9		4	23	\$ 22,546	\$ 250 00			\$
Anderson.....	4	20		8	32	17,590	330 06			
Atchison.....	3	35	2	10	50	85,0 2	1,503 00			
Bourbon.....	17	28		7	52	27,788	410 50			
Brown.....	3	28		4	35	31,384	626 00	2		17 50
Butler.....	5	1			6	500				
Clay.....	13	1			14	2,200				
Chase.....	6	1		6	13	21,600	150 00			
Crawford.....	42	10		1	53	1,264	27 00	2	48	80 00
Cherokee.....	18	6			24	6,235	20 00			
Cloud.....	3				3	160				
Coffey.....	4	19		5	28	24,605	276 00	1	6	6 00
Davis.....	6	1		5	12	15,020	57 00	1	2	2 00
Dickinson.....	5	3		1	9	5,150				
Doniphan.....	5	47		3	55	30,141	1,161 00			
Douglas.....	4	30	8	28	70	79,418	706 00	1		45 00
Ellis.....										
Ellsworth.....										
Franklin.....	10	20	1	11	42	21,501	280 50	1	20	29 00
Greenwood.....	6	6		1	13	3,750	45 00			
Jackson.....	8	18	2	5	33	29,900	505 00	1	3	4 00
Jefferson.....	13	38	4	2	57	46,340	279 90			
Johnson.....	7	25	1	30	63	36,872	500 00			
Labette.....	11	12		1	24	13,900				
Leavenworth.....	1	30	9	4	44	131,336	3,485 75	2	550	600 00
Linn.....	20	36		3	59	25,469	491 00			
Lyon.....	5	22		11	38	35,216	360 00			
Marion.....										
Marshall.....	12	13		5	30	27,025	265 00			
Miami.....	15	19	1	13	48	39,695	530 00	1	20	100 00
Morris.....	4	7			12	13,995	1,008 50			
Nemaha.....	11	24		6	41	43,140	679 50			
Neosho.....	14	8			22	5,590				
Osage.....	3	4	1	12	20	21,126				
Ottawa.....	3	1			4	265	10 00			
Pottawatomie.....	10	13		10	33	20,737	171 00			
Republic.....	3				3	2 5				
Riley.....	4	5		12	21	21,850	290 00			500 00
Saline.....	3	8			11	8,752				
Shawnee.....	7	23	3	10	43	58,000	1,000 00		10	100 00
Wabaunsee.....	7	10		2	19	6,125	425 00			40 00
Washington.....	8			1	9	3,675				
Wilson.....	7	2			9	1,800				
Woodson.....	7	10			17	5,255	150 00			
Wyandotte.....	1	13	2	5	19	37,060	187 00			12 00
	248	606	35	224	1213	\$1,031,892	17,118 65	12	659	1,605 50

TABLE "D."

Showing total number of acres of school lands sold, amount of sales, number of acres sold for the year ending September 1, lowest price per acre, highest price per acre, amount of sales for the year, and number of acres of school lands remaining unsold.

COUNTIES.	Whole number of acres of school lands sold.	Total amount of sales.	No. of acres sold for the year end Sept. 1, '69	Lowest price per acre for the year.	Maximum price per acre for the year.	Total amount of sales for the year.	No. of acres of school lands remaining unsold.
Allen	5,960	\$ 29,974 00	3,640	3 00	5 12½	\$ 12,211 00	7,240
Anderson	8,120	29,118 92	1,940	3 00	20 00	8,858 00	12,360
Atchison.....	7,631	35,833 35	431	3 50	7 00	2,490 00	2,929
Bourbon							
Brown							
Butler.....							
Chas. e.	40	120 00	40	3 00	3 00	120 00	
Clay.....	3,093	10,851 95	1,371	3 00	7 50		20,351
Crawford.....							
Cherokee							
Cloud							
Coffey.....	3,970		770	3 00	9 00	3,175 00	19,070
Davis	2,089	4,862 27	4 0	3 00	12 00	569 17	10,620
Dickinson.....		31,625 50	160	3 25			27,000
Doniphan.....	6,750	38,224 00	202	7 05	10 97	2,117 00	120
Douglas.....	6,160	26,559 95	1,600	5 00	12 50	11,452 00	4,040
Ellis							
Ellsworth							
Franklin	5,429		1,055	5 00	12 33	7,890 00	
Greenwood			1,000	5 00	4 94	7,916 00	
Jackson.....			2,880	5 00	5 75	10,391 25	1,120
Jefferson.....							
Johnson							
Labette							22,408
Leavenworth ..							
Linn.....			4,637	3 00	14 00	23,258 00	
Lyon	6,924	24,781 80	2,624	3 00	21 75	10,132 00	16,756
Marion.....							
Marshall			10,524	3 00	3 00		11,636
Miami	5,569	25,730 45	400	3 50	11 00	2,618 00	37
Morris	860	3,935 00	120	3 00	23 00	360 00	20,900
Nemaha.....	13,890	56,468 00	10,440	3 00	0 00	36,998 00	11,710
Neosho.....	1,250	3,840 00		3 00	3 00		20,480
Osage.....							
Ottawa.....							25,600
Pottawatomie.	4,562	18,719 30	600	3 00	3 90	2,349 00	10,128
Republic							25,600
Riley.....	5,856	30,397 95	4,173	3 00	12 00	17,747 75	12,704
Saline.....							
Shawnee.....		5,549 15	2,580	3 00	17 00	2,886 64	
Wabaunsee.....	3,639	14,355 05		3 00	8 90		13,480
Washington.....	10,200	30,600 00	4,120	3 00	3 00	12,360 00	
Wilson							13,440
Woodson.....	5,600		3,000	3 00	8 00		13,060
Wyandotte.....							
	107,613	\$441,551 54	59,367			\$ 174,701 81	348,981

TABLE "E."

Showing the Disbursements of semi-annual dividends for March and July, 1869.

COUNTY.	No. of Children Reported.	MARCH DIVIDEND.		JULY DIVIDEND.		Total Apportionm't.
		Am't per pupil.	Amount Apportioned.	Am't per pupil.	Amount Apportioned.	
Allen.....	1,386	\$ 1.06	\$ 1,469 16	\$.42	582 12	\$ 2,051 28
Anderson.....	1,423	1.06	1,508 38	.42	597 66	2,106 04
Atchison.....	4,616	1.06	4,892 96	.42	1,938 72	6,831 68
Bourbon.....	3,564	1.06	3,777 84	.42	1,496 88	5,274 72
Brown.....	1,543	1.06	1,635 58	.42	648 06	2,283 64
Butler.....	385	1.06	408 10	.42	161 70	569 80
Chase.....	510	1.06	540 60	.42	214 20	754 80
Clay.....	231	1.06	244 86	.42	97 02	341 88
Crawford.....	574	1.06	608 44	.42	241 08	849 52
Cherokee.....	2,522	1.06	2,673 32	.42	1,059 24	3,732 56
Cloud.....	204	1.06	216 24	.42	85 68	301 92
Coffey.....	1,589	1.06	1,684 34	.42	667 38	2,351 72
Davis.....	996	1.06	1,055 76	.42	418 32	1,474 08
Dickinson.....	372	1.06	394 32	.42	156 24	550 56
Doniphan.....	4,791	1.06	5,078 46	.42	2,012 22	7,090 66
Douglas.....	5,313	1.06	5,631 78	.42	3,231 46	8,863 24
Ellsworth.....	98	1.06	103 88	.42	41 16	145 04
Franklin.....	2,598	1.06	2,753 88	.42	1,091 16	3,863 04
Greenwood.....	828	1.06	877 68	.42	347 76	1,225 44
Jackson.....	1,588	1.06	1,683 28	.42	666 96	2,350 18
Jefferson.....	3,818	1.06	4,047 08	.42	1,603 56	5,650 64
Johnson.....	4,014	1.06	4,254 84	.42	1,685 88	5,940 72
Labette.....	774	1.06	820 44	.42	325 08	1,145 52
Leavenworth.....	8,902	1.06	9,436 12	.42	3,738 84	13,174 96
Linn.....	3,426	1.06	3,631 56	.42	1,438 92	5,069 48
Lyon.....	1,770	1.06	1,876 20	.42	743 40	2,619 60
Marion.....	138	1.06	146 28	.42	57 96	204 24
Marshall.....	1,348	1.06	1,428 88	.42	566 16	1,995 04
Miami.....	3,216	1.06	3,408 96	.42	1,350 72	4,759 68
Morris.....	757	1.06	802 42	.42	227 22	1,029 66
Nemaha.....	1,525	1.06	1,616 50	.42	640 50	2,257 00
Neosho.....	1,758	1.06	1,863 48	.42	738 36	2,601 84
Osage.....	798	1.06	845 88	.42	335 16	1,181 04
Ottawa.....	131	1.06	138 86	.42	55 02	193 88
Pottawatomie.....	1,327	1.06	1,406 62	.42	557 34	1,963 96
Riley.....	943	1.06	999 58	.42	396 06	1,395 64
Shawnee.....	2,473	1.06	2,621 38	.42	1,038 66	3,660 04
Saline.....	491	1.06	520 46	.42	206 22	726 66
Wabunsee.....	649	1.06	687 94	.42	272 58	960 52
Washington.....	358	1.06	411 28	.42	162 96	574 18
Wilson.....	1,080	1.06	1,144 80	.42	453 60	1,597 40
Woodson.....	704	1.06	746 24	.42	295 68	1,041 92
Wyandotte.....	3,038	1.06	3,220 28	.42	1,275 96	4,496 24
	78,599		\$ 83,314 94		\$ 32,920 86	\$ 116,235 80

TABLE "F."

Showing, in detail, the investment of permanent school fund previous to November 30, 1869.

Date of Investment	Kind of Security.	No. Bond.	When mature	Rate per cent.	Amount of face of Bond.	Am't paid for Bond.
Feb. 1, 1866	Note on real estate security		Jan. 1, 1868	7	\$ 371 56	371 56
Feb. 3, 1866	U. S. 7.30 bond.	11 274	July 15, 1868	7 30	1 000 00	1 001 00
Feb. 6, 1866	State militia bonds ..	95-100	July 1, 1884	7	6,000 00	5,400 00
Feb. 8, 1866	State militia bonds ..	90	July 1, 1884	7	1,000 00	900 00
Feb. 12, 1866	State militia bonds ..	91	July 1, 1884	7	1,000 00	825 00
June 8, 1866	State militia bonds ..	1-5	July 1, 1884	7	5,000 00	4,550 00
July 22, 1866	State militia bonds ..	6-15	July 1, 1884	7	10,000 00	9,100 00
July 23, 1866	St. bonds ref. Ter. tax.	1-45	July 6, 1884	6	4 500 00	3,600 00
July 23, 1866	St. bonds ref. Ter. tax.	1-2	July 6, 1884	6	500 00	420 00
Sept. 8, 1866	State militia bonds ..	16	July 6, 1884	7	1,000 00	910 00
Jan. 25, 1867	State bonds, militia ..	93	July 6, 1884	7	1,000 00	900 00
Mar. 15, 1867	State bonds, pub. imp.	1-6	July 6, 1887	7	3,000 00	2,652.75
April 8, 1867	State bonds, militia ..	17-40	July 6, 1884	7	24,000 00	21,600 00
May 9, 1867	State bonds, capitol ...	71-9	July 6, 1887	7	10,000 00	8 983.84
July 19, 1867	State bonds, capitol ...	81-100	July 6, 1887	7	20,000 00	18,200 00
July 19, 1867	State bonds, pub. imp.	7-9	July 6, 1887	7	1,500 00	1,350 00
July 19, 1867	St. bonds, ref. Ter. tax.	11, 12, 13	July 6, 1884	6	3,000 00	2,400 00
July 19, 1867	St. bonds, ref. Ter. tax.	111-11	July 6, 1884	6	600 00	480 00
July 19, 1867	St. bonds, ref. Ter. tax.	16	July 6, 1884	6	25 00	20 00
July 30, 1867	State bonds, pub. imp.	10-14	July 6, 1887	7	2,500 00	2,250 00
Aug. 3, 1867	St. bonds, ref. Ter. tax.	307	July 6, 1884	6	100 00	80 00
Aug. 17, 1867	St. bonds, ref. Ter. tax.	11	July 6, 1884	6	500 00	400 00
Aug. 16, 1867	State bond, pub. imp...	15	July 6, 1887	7	500 00	450 00
Feb. 4, 1868	State bonds, pub. imp. ...	16-31	July 6, 1887	7	8,000 00	7,200 00
Feb. 7, 1868	St. bonds, ref. Ter. d't ..	65-67	July 6, 1883	6	1,500 00	1,200 00
Feb. 7, 1868	St. bonds, ref. Ter. d't ..	299-300	July 6, 1883	6	200 00	160 00
Feb. 7, 1868	St. bonds, ref. Ter. tax.	139-149	July 6, 1883	6	1,000 00	880 00
Feb. 7, 1868	St. bonds, ref. Ter. tax.	20, 21	July 6, 1884	6	2,000 00	1,600 00
Feb. 7, 1868	St. bonds, ref. Ter. tax.	104	July 6, 1884	6	240 00	240 00
Feb. 7, 1868	St. bonds, ref. Ter. tax.	108	July 6, 1884	6	75 00	60 00
Mar. 17, 1868	St. bonds, ref. Ter. tax.	46* 48-38	July 6, 1884	6	1,000 00	800 00
April 2, 1868	State bonds, to provide for first Legislature	359, 360	July 6, 1876	7	200 00	180 00
May 27, 1868	State bonds, capitol.	101-129	July 6, 1898	7	29,000 00	26,515 00
May 27, 1868	State bonds, capitol.	130-136	July 6, 1898	7	7,000 00	6,469 00
July 15, 1868	St. bonds, fund. Ter. d't ..	292-4, 279, 280-87	July 6, 1887	6	1,200 00	960 00
July 20, 1868	State bonds, capitol.	137-150	July 6, 1888	7	14,000 00	13,020 00
Sept. 20, 1868	U. S. 5-20's		July—, 1883	6	25,000 00	27,239 00
Nov. 30, 1868	One State bond, funded Ter. debt.	401	July 6, 1883	6	100 00	80 00
Feb. 10, 1869	St. bonds, fund. Ter. d't ..	265, 303, 314	July — 1883	6	300 00	240 00
Mar. 5, 1869	St. bonds, militia	1-75	Jan — 1899	7	75,000 00	69,000 00
May 20, 1869	State bonds, cavalry	9-11	Jan — 1889	7	3,000 00	2 850 00
July 20, 1869	State bonds, (1861)	466-7	July — 1876	7	200 00	190 00
July 26, 1869	State bonds, militia	1-20	Jan. — 1899	7	20,000 00	19,000 00
July 27, 1869	State bonds, militia	21-40	Jan. — 1899	7	20,000 00	18,620 00
Nov. 6, 1869	State bonds, militia	41-50	Jan. — 1899	7	10,000 00	9,310 00
					\$315,821.56	\$292,368.45

REPORT
OF
STATE AND OTHER INSTITUTIONS

UNIVERSITY OF KANSAS.

REPORT OF THE UNIVERSITY OF KANSAS FOR THE YEAR 1869.

Name of the locality: Lawrence, Douglas county, Kansas.

Year in which the institution was founded: A. D. 1864.

Date of commencement of educational work: September, 1866.

FACULTY.

John Fraser, President and Chancellor, and Prof. of Mental and Moral Philosophy, and Belles Lettres; salary, ...	\$3,000.00
David H. Robinson, Professor of Ancient Languages and Literature; salary	1,600.00
Frank H. Snow, Professor of Natural Sciences, and Mathematics; salary, ...	1,600.00
C. A. Smith, Professor of French Languages and Literature; salary.	1,000.00
John Folkmann, Instructor in German Language and Drawing; salary	750.00
Albert Newman, M. D., Instructor in Human Ana- tomy and Physiology, and Hygiene; salary	200.00
W. H. Saunders, M. D., Instructor in Laboratory Practice in Chemistry; salary, ...	250.00
S. M. Newhall, Instructor in Vocal Music; salary, ...	250.00

STUDENTS IN ATTENDANCE—COLLEGIATE DEPARTMENT.

Classical Course.—Freshman Class, males, 2; females 1; total, ...	3
Scientific Course.—Sophomore Class, females, 4; total, ...	4
do do Freshman Class, males, 1; females, 3; total, ...	4
do do Select Class, males, 2; females, 2; total, ...	4

PREPARATORY DEPARTMENT.

Classical Course.—Senior Class, males, 6 ; females 5 ; total,	11
do do Middle Class, males, 10 ; females 3 ; total,	13
do do Junior Class, males 13 ; females, 9 ; total,	22
Scientific Course—Senior Class, males, 1 ; females, 18 ; total,	19
do do Middle Class, males, 11 ; females, 4 ; total,	15
do do Junior Class, males, 21 ; females, 27 ; total,	48

Total number of students—males, 67 ; females, 76, . . . 143

LANDS OWNED BY THE INSTITUTION.

Site—acres, ...	50
Other Lands in Kansas, ...	46,080

Total number of acres, ... 46,130

ESTIMATED CASH VALUE OF THE PROPERTY OF THE INSTITUTION.

Site—Ten acres at \$1,000.00 per acre; and forty	
acres at \$300.00 per acre, ...	\$22,000.00
Other lands, (under examination)	
Buildings, ...	25,000.00
Library, ...	9,500.00
Apparatus, ...	11,878.71
Cabinet	450.00
Permanent endowment, (" Amos Lawrence fund,")	10,000.00
Total, ...	\$78,828.71

EXPENDITURES FOR THE CURRENT YEAR.

For salaries of eight teachers, ...	\$ 8,400.00
For apparatus of instruction, ...	2,809.25
For sundries, ...	2,706.17
Total expenditures, ...	\$13,915.42

RECEIPTS FOR THE CURRENT YEAR.

State Aid, ...	\$11,670.00
Interest, (Amos Lawrence fund of \$10,000.00,)	713.00
Contingent fees, ...	693.50
Donation by city of Lawrence, (for observatory,)	500.00
Suspense account, ...	340.00

Total receipts, ... \$13,916.50

Tuition—free,

REMARKS.

The aggregate attendance, (one hundred and forty-three,) given in the foregoing tabular exhibit, is the number of students enrolled since the publication of the last catalogue in February, 1869. Before the issue of the next catalogue in February, 1870, at the close of what may be called the catalogue year, the aggregate will be considerably increased by the addition of new students at the opening of the next session on the first Wednesday of January.

A comparison of this year's register with that of last year gives the following results:

FOR 1868.

Number of counties represented (including Douglas county)	9
Number of States represented (not including Kansas)	4
Number of students from city of Lawrence,	64
Number of students from other places,	58

FOR 1869.

Number of counties represented (including Douglas county)	18
Number of States represented (not including Kansas)	8
Number of students from city of Lawrence,	57
Number of students from other places,	86

During the past year the library has been increased by the addition of more than two thousand volumes; the chemical department has been for the first time fairly organized and equipped with suitable apparatus and conveniences for instruction in laboratory practice in chemistry; two large cases have been constructed for the protection of apparatus from dust and from exposure to accident; a fine astronomical transit, an astronomical clock, and a complete set of standard balances, weights, and measures, have been added to the apparatus previously in the possession of the University; and a large observatory wing, thirty-nine feet long, twenty feet wide, and fourteen feet high, neatly built of squared lime-stone, has been completed for the use of students in practical astronomy.

JOHN FRASER,

Chancellor.

Lawrence, Dec. 27, 1869.

STATE AGRICULTURAL COLLEGE.

ANNUAL REPORT OF THE BOARD OF REGENTS OF KANSAS STATE AGRICULTURAL COLLEGE.

REV. P. McVICAR, *Superintendent of Public Instruction* :

SIR:—It may be justly considered a matter of congratulation, that the interest of the fund arising from the sale of the lands of this institution will hereafter be sufficient to meet the current expenses for the payment of the faculty, and something more. The Legislature is henceforth relieved from appropriating for this purpose. This is a result of great importance to be attained in a pioneer State in six years from the time it located the institution, while some of the older States are just locating theirs, and beginning their development.

One member has been added to the faculty of instruction this year: Miss Mary F. Hovey, daughter of Prof. E. O. Hovey, D. D., of Wabash College, Crawfordsville, Indiana. As ladies are admitted to equal privileges with gentlemen in the studies of this institution, and prove themselves every way worthy and capable of competing successfully in them, it is both right and very important that of the eight members of the faculty, at least two should be ladies. In addition to the highest recommendations from the faculty of Wabash, and other persons of character in Indiana, Miss Hovey is recommended by a member of the faculty of this institution, who is a graduate of Wabash. Her professorship is that of the German language and English literature. She engaged in its duties October 1st, and her general bearing, her influence among the students, as well as her work in teaching, are highly satisfactory.

Mrs. H. V. Werden teaches instrumental music successfully, receiving from those taking lessons the usual fees. Vocal music is taught by Professor Platt, as a part of the

college course, and the musical culture attained by many of the students is excellent. All the members of the faculty have continued their work with painstaking and devotion to the best interest of the students and the institution.

Prof. Mudge presents the following report of collection of specimens for the cabinet, and explorations:

CABINET COLLECTIONS—PROF. B. F. MUDGE.

During the past season about seven hundred specimens have been added, mostly by my own personal labors. I have aimed in the collection to develop and illustrate, as far as possible, the geology of our own State. I have paid particular attention to the fossils found within twenty miles of the college. They are of particular value, because they represent a formation (the Permian) found only in a few places in the United States. Such fossils, in addition to what we place in our own cabinet, will be valuable in exchange with other institutions.

During the summer vacation, I visited the valley of the Republican as far as the State line, and procured many good specimens, traveling about two hundred and seventy-five miles. In October I visited the Solomon valley, passing one hundred and fifty miles from its mouth. This brought me into the upper portion of the cretaceous formation, which in that part of the valley is very rich in fossils, many of which are rare, and some new to science. Among the specimens obtained, is a skeleton of a saurian, nearly entire, eight feet in length. This expedition to the Solomon was, however, more valuable in giving me a knowledge of a portion of our State not before visited by a geologist. I found it equal to any valley in Kansas for settlements; and my hasty journey has given me a general knowledge which will enable me to make a more critical visit to the northwestern part of the State, during my next summer vacation.

The students who have gone out from the college are giving us aid in sending fine specimens for our collection.

Respectfully submitted,

B. F. MUDGE,

Professor Natural Sciences.

State Agricultural College, Dec. 16, 1869.

Gen. Davidson has taught surveying and two classes in French, in addition to military science and tactics. The recommendations for the purchase of arms and diplomas presented in his report, are deemed important.

REPORT OF DEPARTMENT OF MILITARY SCIENCE AND TACTICS.

I submit herewith the report of my department of this institution for the current year.

Last year a plan was submitted, and rules and regulations adopted, under the sanction of the Board of Regents, for the government of and course of study in this department. I have seen no good reasons, after a year's application of the plan and rules, to offer any change.

Under the principle that every citizen owes military service to his State when called on, unless in the class of exempts by law, and from the fact that education at this college is free to all, it was thought best to make the practical portion of the military instruction obligatory, that each student might acquire at least the manner of handling arms, and some few rules essential to his usefulness and health and comfort when in the field. This practical portion embraces the manual of arms, including the loadings and firings, target practice, and a knowledge of the school of the soldier and the skirmish drill.

The present drill class numbers about forty members, and is organized and officered as a college company. It is hoped that, as the number of students increases, our facilities for their accommodation being multiplied, the practical instruction may be extended to embrace a thorough knowledge of the company and battalion drill. Some difficulty now exists in the efficient working of the practical part of the military course, from the facts that the stern realities of the late war are so fresh upon our minds and those of our young men, that it will require time to soften their remembrance, and give new zest to the desire for military qualification and employment; and that the arms and accoutrements now furnished by the State for the use of the students here, are such a heterogeneous mixture of old-fashioned weapons as to offer but little inducement to handle them, or to excite pride in their appearance and good condition.

I recommend earnestly, the Legislature be asked for an appropriation, to be applied to the purchase of say seventy-five stand of what are known as cadet muskets, with their proper accoutrements, the difference of weight being from two to three pounds in favor of the latter arms.

The theoretical portion of the course is elective, and embraces the general history of the art of war, and the elements both as an art and science. Fourteen members in all have been enrolled in this class, and this is the second and last year of their studies in this department.

By the rules of the college, those passing a satisfactory examination before the faculty at the end of their second year, are entitled to diplomas. I respectfully ask that a small appropriation be made by the Legislature for the necessary blank diplomas for the graduates, and warrants for the company officers.

From the young men who graduate at this college in this department may be drawn largely the future militia officers of the State, and I hold that in the appointments due this State from civil life into the regular army, the graduates from the only college required by State law to maintain a military department, should always have the preference.

I know that what we are now doing here is but a beginning in the history of this institution of a young but growing State; and it shall be my endeavor, patiently accepting the present state of affairs, to have my department expand from time to time, to cover whatever becomes needful, as our students and means increase, and is demanded by the times.

I am, sir, very respectfully,

J. W. DAVIDSON, Bvt. Maj. Gen. U. S. A.,
Professor Military Sciences and Tactics.

STATE AGRICULTURAL COLLEGE, }
Manhattan, Kas., Dec. 11, 1869. }

Before students can study with profit the text books on scientific agriculture, it is necessary they should attend to chemistry about two terms. Professor Hougham during the spring term, however, taught a class in Waring's Elements of Agriculture, and its progress was very satisfactory. His present class is pursuing chemistry. He also teaches philo-

sophy and commercial science. The following is his report of
THE FARM.

Six acres of wheat sown in September, 1868, matured well and yielded a good harvest. The eight varieties of wheat and the two varieties of rye received from the commissioner of agriculture at Washington City, came to hand late in the season, and were planted from the 9th to the 25th of October, as they arrived and as the condition of the ground allowed. The grain thus late sowed came up promptly and grew rapidly, while the weather continued warm, the blades attaining a length frequently seen in much earlier sowing. There was not, however, time for the roots to become deep set in the soil. The coldest weather of the winter, which was in December, injured wheat and rye but little, as the ground was then covered with snow. But the freezing in February and March, 1869, entirely destroyed our late sowing of both these cereals. This experiment goes so far to corroborate the opinion frequently expressed, that late fall sowing is apt to prove of little value.

The garden seeds, plants and shrubs put out last fall, came through the winter in good condition, and generally met our expectations. Five acres of land were sown to spring wheat on the 20th of March, 1869, and yielded at harvest twenty bushels per acre of first class grain.

On the 25th of March four acres of ground were sown to common oats, (black and white mixed), which yielded sixty bushels per acre; and on the 6th day of April four varieties of oats, received from Hon. Horace Capron,—Excelsior, Surprise, Somerset, and Schonen, were sown in smaller quantities. These gave a return of more than sixty bushels per acre by *measurement*, and of seventy-five bushels per acre by *weight*. A small sowing was made with the black Swede oats on the day last named, in the same manner and upon similar soil. These grew slowly in the first part of the season, but came forward rapidly in the latter part of stalk-growth. Before the grain matured they fell down and yielded no valuable product whatever.

Two varieties of barley were sown on the 6th day of April, 1869. They grew very well and yielded at the rate of fifty-two bushels per acre.

Large white corn was planted upon eight acres of land the 22d day of April. This came up promptly, but grew slowly the first four weeks. It matured well and yielded fifty-five bushels per acre. Four acres were planted to a kind of corn known in some localities as "King Phillip"—seed from Indiana. This was planted the 15th of May, came up and grew very rapidly, and matured by the 20th of August, and yielded fifty bushels an acre. Our experiments with corn the past season do not favor very early planting on upland.

On the 8th of May one thousand sweet potato plants, of two varieties, were set out in ridges. They grew very slowly at first, and were much damaged by cutworms. It is believed that, as our seasons average, it will be better to plant at least two weeks later. Of this setting the potatoes that survived grew to great size and were excellent in flavor.

Six varieties of Irish potatoes were planted at intervals from the first of April to the first of June. These all produced very well, yielding superior tubers in great abundance. The cold weather in October injured that portion which was not yet dug, and which lay near the surface of the ground.

On the 23d day of June four acres were sown to buckwheat. It is believed the sowing was too early, because the first bloom was entirely killed, perhaps by the heat of the sun. A second blooming occurred later in the season, but the grain was only partially filled and matured when the frost killed it. Seven bushels per acre of good buckwheat were harvested.

In the spring of the current year about one thousand additional forest trees were planted for shade and wind-break. Only one of this entire number died; all the rest lived and made a very large growth. Besides these, the students of the college obtained a considerable number of evergreens from the forests, and planted them on the farm. Only a few of these lived.

Half a bushel of the seeds of the hard or sugar maple was planted; also a few pounds of the seeds of the beech. These came up, and many thousands of them grew to the height of two or three inches, but as they were young and very tender during the period of our strongest and most frequent winds, in April and May, by far the largest proportion of them perished.

A few hundred still remain, and have grown to the height of from four to six inches.

It was our intention to plant three acres with the seeds of the soft maple, but the seeds could not be obtained. The severe freezing in March killed the bloom of this tree in much, if not the whole, of the country west of the Mississippi river.

The trees which died in our orchard during the year 1868, have been replaced by Mr. Samuel Cutter, according to his agreement. An additional orchard of twenty-five apple trees was planted near the dwelling house upon the farm; also an orchard of seventy-five peach trees—part one and part two years old. Every fruit tree planted in 1869 lived and made a vigorous growth. A small planting of seedling plums and cherries was made with reasonable success.

Many of the students in the college rendered valuable assistance, without compensation, in planting seeds and trees, and to about one-half of those in attendance during the spring and summer term, small tracts of land were assigned for cultivation. Each was allowed to consult his own taste and pleasure in the planting he would make. Nearly all the branches of farming and gardening were thus represented. The fact that the collegiate year closes in June, is not favorable to this mode of experimenting by the students. Several, however, were very successful in the departments chosen by themselves, and they have made their reports to the Professor of Agriculture, showing valuable results.

It is much to be regretted that the finances of the State of Kansas were in a condition which seemed to make it proper for the Legislature to restrict the appropriation for this department of the institution to *two hundred dollars*, and it is earnestly hoped that for next year an appropriation will be made for the development of the college farm, which shall be in a degree commensurate with the position this new commonwealth occupies among her sister States.

The institution is under obligations to Rev. E. Gale for a donation of one hundred and fifty maple trees, from his nursery, and of seventeen peach trees, besides having sold us both fruit and forest trees at reduced rates.

Mr. Thomas Hookey, of Junction City, presented us with six-

teen varieties of seeds from Australia. These seeds are of the Acacia, and from their rapid growth are believed to promise much for forest and shade in our State if they can withstand the cold of our climate. A few only were planted, as they were late, and it is feared they were killed by early frosts.

The members of the Wabaunsee Agricultural Society made valuable donations, in seeds, for next year's planting.

One gardener in Indiana will give us all the seeds we need next year in addition to what we now have.

J. S. HOUGHAM,
Professor of Agriculture.

SPECIMEN OF REPORT FROM STUDENTS.

MANHATTAN, Kansas, Oct 8, 1869.

SIR: Permit me to call your attention, briefly, to the results of grain given in trust for experiment. I received last spring, of your department, two sacks of "Arnootka Spring Wheat," imported from Russia, which was cultivated on fallow ground, in the following manner:

On the second of April I sowed one sack broadcast, at the rate of 108 pounds, or 1 4-5 bushels per acre, covering with cultivator; and the other sack in drills, about two inches deep, at the rate of 93 pounds per acre. After planting, the ground was rolled perfectly smooth. The rolling gave to the soil and grain a close contact, the result of which was a prompt and thrifty growth.

On the 13th of July the grain was harvested. That sown broadcast yielded twenty-eight bushels, and the drilled thirty-five bushels per acre. Thus the drilled grain, in respect to ground, yielded twenty-five per cent. above the broadcast, and to the amount of seed, nearly forty-six per cent. I should favor the system of drilling.

The Arnootka wheat, in every appearance, is the same as our domestic "California," which, although much ridiculed by our millers on account of its sound character has not yet been surpassed, or even equalled, in its prolific features.

If further particulars should be desirable, they shall be cheerfully given, at your request.

Respectfully submitted, J. C. SOUPENE.
J. S. Hougham, Prof. of Agriculture.

SALE OF AGRICULTURAL COLLEGE LANDS.

Whole number of acres sold, ...	43,000
Average price per acre, ...	\$4 10
Amount of sales, ...	\$176,300 00
Estimated income from notes in 1870, ...	\$14,500 00
Interest on bonds, (\$25,000,) 1870, ...	1,500 00
Total income for 1870, ...	\$16,000 00
Estimated value of 38,000 acres of choice lands,	
unsold, at \$10 per acre, ...	\$380,000 00
Add the amount already sold, ...	176,300 00
Gives the total endowment, ...	\$556,300 00
Income on this at 7 per cent will be the final en-	
dowment, ...	38,941 00

Yours, truly,

I. T. GOODNOW, Agent.

During the present year, one hundred and seventy-three (173) students have been enrolled—ninety-seven gentlemen and seventy-six ladies; in the winter term, one hundred and twenty-six; spring term, seventy-one; and fall term, one hundred and six; total aggregate, 303. In the junior class are three, sophomore thirteen, and in the freshmen sixteen. In general, the conduct of the students in promptness and regularity, in attention to their duties and progress in their studies, is commendable. Twenty-two counties of the State are represented in the institution this year. Students also are present from Nebraska, Missouri, Ohio, Illinois, Michigan and Indiana. It is difficult at the present stage of progress in the State, to retain students to complete the full course. Thus far, the time of their average attendance is less than two years. Many are obliged to teach a part of the time to meet their expenses, and many to engage in farm work. Not less than twenty young men have cultivated an average of thirty acres each this season.

Eleven new ones have been added this year to the list of teachers the institution has furnished the State, making the whole number it has furnished the State from the beginning, ninety-five. An institution like this on the frontier, must

seek to meet the present educational wants of the people of the State, or fail, in great part, of doing the amount of good for the State it ought to do. At a proper time in the future it may discontinue the preparatory department. The act of Congress granting its endowment allows, and the organic act of the State Legislature wisely directs, a full college course of study. Only about one-seventh of the labor of teaching in the institution is given to the Latin and Greek languages, with the history and geography connected therewith.—Some time is now given to French, German and Spanish, if students desire it. It is deemed right and just that those citizens of the State whose convictions and tastes lead them to study the languages, should share in the benefits of the endowment fund to this extent. Also, as a great portion of the terms used in the natural sciences and the professions are derived from these languages, those who study the sciences without some knowledge of the Latin and Greek, find themselves working at a great disadvantage. The special effort of the institution, however, should be the proper development of the agricultural and its kindred departments.

The report of Prof. Hougham will show what has been done this year with the very limited means appropriated for that purpose. It should be remembered that the institution has no barn or team, and until this year scarcely any implements and tools, and as yet no proper shelter for those we have, and hence works at great disadvantage. It would have been wise and the best investment the State could have made, to appropriate more means for that purpose. But while it appropriated for the salaries of the faculty, it has been thus far impossible to get more. To make provision for board, one member of the faculty has been carrying some three years over \$6,000 indebtedness, at a heavy interest, and in this way and for improvements has paid out largely more than he has received. It is to be regretted that the State pays far more readily its heavy bills for criminal and judicial purposes, than its light bills for educational purposes. It is estimated that every inmate of the State Prison has cost the State \$1,000 by the time his prison suit is put upon him, and he enters the prison walls. The one hundred and eighty-seven persons now

in the State Prison of Kansas have then cost the State \$187,000 before entering prison, and not a small sum since. Should the increase be fifty the coming year, the cost will be \$50,000 more. Add to this the amount that citizens are taxed for criminals in the county jails that do not go to the State Prison, and the amount is enormous. The moral considerations of the case, however, far outweigh the expense.

The whole amount appropriated by the State to this institution, besides the salaries of the faculty, is only about \$15,000, while locating its lands and creating an endowment worth half a million dollars. For their salaries for six years up to this time, only \$29,800. It may not be true that if all the children of the State were educated we should have no criminals, but it is true that the whole tendency of the school system (and the higher institutions are a necessary part of that system) is to lessen crime, and make worthy and virtuous citizens. Ought then the small amounts appropriated for these institutions to call forth severer criticisms than the large amounts appropriated for prison purposes? In the ninth year of its existence as a State, Kansas will have expended nearly half a million dollars on its capitol building, a sum larger than Michigan and other older States have as yet attempted to expend. Can it afford to withhold from its educational institutions, and especially from the one it is pledged to *develop*, by accepting its endowment from the general government?

This State has now nearly nine hundred miles of railroad completed, and in a few months will have 1,000 miles completed. Its educational institutions have had an important influence in bringing the means here that has built them. One individual interested in building a road perhaps through the entire State, has given more to this institution than any one citizen of the State. Ought not its industrial education to be properly cared for, when the number of farms in Kansas now opening and about to be opened, is almost startling to contemplate?

The gold medal won in Philadelphia in October, is proof that it is the first fruit growing State in the Union, but at the meeting of congratulation directly after the medal was

awarded, the editor of the Kansas Farmer very wisely and truthfully presented its school system, as its feature of excellence that distinguished it even above its fruits. Under these circumstances, while it may well be asked, shall its educators be men equal to the task? it may also be asked, shall an institution whose endowment has been so properly cared for, and at very little cost to the State, that it is now certain to amount to half a million of dollars, be crippled or left to fail of its proper usefulness for want of timely aid?

Two of the members of the faculty have, at their own expense, visited the agricultural institution in Illinois and the one in Michigan, this year. One member also visited the one in Iowa, and attended the association of college presidents and professors at Evanston, Illinois, in August. In many respects our own institution is equal to and even in advance of those mentioned above. This is especially true of its library, its cabinet, and some part of its course of study, but in others they surpass ours. The institution at Champaigne, Illinois, has a large farm and is well endowed, and had been in operation one year. The State gives it a large sum this year, and the Illinois Central Railroad gives it \$50,000 in transportation. The institution at Ames, Iowa, had not completed its first year, but it has made a very vigorous beginning. Its able faculty will be doubled in the course of the year. Its annual income is now, I think, \$30,000, and the State has provided liberally for it in its farm and buildings. The institution at Lansing, Michigan, is perhaps the oldest of its class in the country. The school system of the State is so far developed that it has discontinued its preparatory department. It numbers between eighty and ninety students. Its faculty are able and devoted men, and its courses in botany, chemistry, horticulture and practical farming, are subjects of special interest. The State gives it for buildings and improvements, \$40,000 this year and \$40,000 next year. Each of the above institutions provides dormitories for its students, and furnishes them board at a reduced rate. The idea of accepting a magnificent endowment from the general government to afford means for educating the masses, and then failing to provide the means for

board at a low rate,—the very point where the burden bears most heavily,—has not been entertained by them. There is no feature in which this institution may not equal those, if the means are furnished.

Agricultural institutes are a feature peculiar to this institution. One has been held at Manhattan, one at Wabaunsee, one at the college last January, and one at Salina in April. Another is appointed at the college January 17th–20th, 1870.

As the proceeds of the endowment fund will hereafter support the faculty, more means and strength can be devoted to the agricultural department. A barn should be built, a team purchased, means to employ labor under the direction of the Professor of Agriculture should be furnished, that such of the students as may be detailed by the faculty may work. Initial steps are taken to add two hundred or three hundred acres to the college farm.

Especially a large nursery of forest trees, as well as fruit trees, should be developed, and trees should be set out around the entire area the fence now encloses. These nurseries, like the land devoted to cereal crops, may become a source of some revenue to the institution. Something more also should be done at horticulture.

We have not here to restore a worn out soil, as is the case with some of the older States, but we ought to keep the excellent soil we have from deteriorating. Large beds of gypsum are found in Dickinson, in Saline, in Marshall and other counties. Unless the coming season should be wet, some experiments should be made with this to prove its use here as a fertilizer. It could be pulverized—pounded, if need be—and applied in the usual way.

TREASURER'S REPORT FOR THE YEAR 1869.

All the accounts of the institution are audited twice a year. The amount received for contingent fees and for books sold for the three terms of the year, including balance from last year, is \$1,110.74, and the amount paid out for catalogues, programmes and circulars, fuel, lights, sweeping, bell ringing, &c., is \$994.61. Balance in treasury from this fund, \$116.13. The sums appropriated by the last legislature for arm-rack,

drawers for cabinet case, painting and hanging window blinds, general repairs, etc., amounting to \$1,319, have been drawn, and the net cash realized for the scrip amounts to \$1,130.57½. The amount paid for arm-rack, drawers for cabinet case, general repairs of building, painting and hanging window blinds, agricultural professor's house, freight on agricultural implements, for plants, seeds, fruit and ornamental trees, papering and carpeting ladies' reception and music room, etc., and for topping out chimneys and putting up shelves for library room, reported incomplete last year, in all \$1,307.56—\$1,130.57½=\$176.98½ paid out this year more than received. Add to this \$392.10 paid out previously above receipts, and the amount is \$569.08½.

The receipts and disbursements for the payment of the faculty for 1869, were as follows: Receipts of interest from endowment fund, \$2,429.30; from Geo. Graham, State Treasurer and I. T. Goodnow, agent, State scrip for professors' salary, \$6,300; total, \$7,729.30. Paid out for salary of president and professors this year, and for back pay for last year, \$7,729.30.

J. PIPHER, Treasurer.

I hereby certify that I have audited the above accounts, and the items from which they are made up, and find them correct.

E. GALE, Auditor.

DONATIONS.

The institution since last report has received in donations: Cash, \$300.00 in part pay for interest on boarding house; books for the library worth at least \$1,000; also, from C. W. Murtsfeldt, St. Louis, nine volumes of reports of the Missouri State Board of Agriculture; magazines—Atlantic Monthly, Ladies' Repository; weekly papers—Bulletin, Leavenworth, Conservative, Leavenworth, Tribune, Lawrence, Western Home Journal, Lawrence, Emporia News, Salina Herald, Journal of Agriculture, R. P. Studley & Co., St. Louis; from M. S. Grant, Leavenworth, and Furst & Bradley, Chicago, one Garden City stubble plow, \$20, one corn plow, \$14, one walking cultivator, \$15, six garden trowels, \$3, one-half bushel "Surprise" oats, \$2; from Brown, Hinman & Co., Columbus, Ohio, twenty-four gooseneck hoes, \$24, twelve steel garden

rakes, \$15; from J. Myers, Leavenworth, one adjustable hoe, \$1.25; from Brace & Baker, Leavenworth, six Ames' best spades, \$12, three shovels, \$5; from Wm. Koenig & Co., one Hawkeye sulky cultivator, (agents John Deere & Co., Moline, Illinois,) \$50; one ten-inch breaking plow, with rolling cutter, from Wilder & Palm, Lawrence Kansas, \$30; one box cresylic soap, James Buchan & Co., N. Y., \$10; one roller grain drill, P. D. Beckwith, Dowagiac, Michigan, \$100. It proves to be a good drill, and is recommended by the Michigan Agricultural College.

Respectfully submitted,

J. DENISON,

E. GALE,

CHARLES REYNOLDS,

R. D. PARKER,

Committee.

STATE NORMAL SCHOOL.

EXECUTIVE COMMITTEES' REPORT.

Board of Directors of State Normal School:

The undersigned, your Executive Committee, respectfully submit, for the year 1869, the following report:

Unprecedented prosperity attends the Institution. Harmony prevails throughout every department. The most gratifying results follow the unusual energy of professional efforts, and the labors of the student, though sometimes arduous, are greatly relieved by the regularity, order, and discipline at all times observed. Notwithstanding the constantly increasing duties of the Faculty, and the limited means in the treasury, the high character of the Institution is fully maintained. Adhering strictly to the work of a Normal School, it naturally finds itself placed at the head of the common schools of the State. It exercises its influences over them, furnishes, especially, trained teachers for them, creates an enthusiasm in them, and raises them up to its own high order of excellence. It has become so directly connected with the common schools that it cannot well be separated from them without materially impairing the efficiency of our educational system. Teachers catch its inspiration, and the remotest district in our State is animated by its influence.

In the Labette County Teachers' Institute, held at Chetopa, November 9, 1869, it was resolved to "urge upon our legislature the necessity of providing a liberal support to our State Normal School." Like expressions from other portions of the State might be brought forward to show the high regard in which the Institution is held by those who are evidently

best qualified to judge of its importance. But, to the intelligent people of Kansas, it seems to be unnecessary to multiply evidence as to its usefulness. Its position as an integral part of our common school system is no longer to be questioned. The most profound educators in our State having settled down to the conviction that it is not only essential but absolutely indispensable, your Committee feel it to be their duty to ask the board to recommend the usual State appropriation. The last appropriation, thought at the time to be sufficient, was found, in three minor items, to fall a little short. The deficiency was occasioned, in part, by the inability of the Executive Committee to estimate the cost of effecting the needed improvements in advance of submitting proposals to workmen for competitive bids; and, in part, by the depreciated value of State scrip. Your Committee found it impossible to get the assembly room and cupola repaired and painted as directed by the last legislature for the amount specifically allowed. The condition of the building was such that the repairs could not be postponed for another year without serious injury resulting therefrom. The extra expense incurred is not large, and it is hoped that no serious objection will be made by the present legislature in providing for its adjustment.

For a detailed account of the receipts and expenditures for the year, you are respectfully referred to the following financial exhibit:

FINANCIAL EXHIBIT FOR 1869.

State Normal School in Account with the State of Kansas, Dr.

To amount appropriated by Legislature for deficiency in salary of the Principal for 1868,	\$ 500 00
For deficiency in salary of the Associate Principal for 1868,	300 00
For salary of the Principal for 1869,	2,000 00
For salary of the Associate Principal,	1,800 00
For services of Miss M. J. Watson as extra teacher for three and a half months	305 00
For salaries of two female teachers in the Normal Department,	1,900 00

STATE NORMAL SCHOOL.

83

For salary of Principal of Model School, ...	900 00
For fuel and lights, ...	250 00
For painting and graining, ...	100 00
For improvement of grounds, ...	150 00
For insurance	125 00
For book cases, ...	150 00
For ceiling assembly room, and repairing cupola, ...	350 00
To amount received from students for tuition and incidental fees, ...	832 16
To balance, ...	173 96
Total, ...	<u>\$ 9,836 12</u>

*Contra.**Cr.*

By amount paid to L. B. Kellogg, Principal, deficiency in salary of 1868, and for salary of 1869, \$	2,500 00
By amount paid to H. B. Norton, Associate Principal, deficiency and salary, ...	2,100 00
By amount paid to Miss M. J. Watson, for services as extra teacher in 1868, ...	305 00
By amount paid to Mrs. J. H. Gorham, 1st female teacher in Normal Department for salary, ...	1,000 00
By amount paid Miss Ellen Plumb, Principal of Model School, salary, ...	900 00
By amount paid George Cooper for painting the assembly and recitation rooms, ...	100 00
By amount paid Max Faucett for furnishing and setting out trees in Normal School grounds, ...	150 00
By amount paid O. Y. Hart for insurance, ...	125 00
By amount paid Gilmore & Hirth for manufacturing two large book cases for assembly room, ...	150 00
By amount paid John Hammond for ceiling assembly room and repairing cupola, ...	350 00
By amount paid for Janitor's services, fuel and lights, ...	756 77
By amount paid for books, stationery, postage and printing, ...	283 57
By amount paid for miscellaneous current expenses	215 78
Total, ...	<u>\$9,836 12</u>

Your Committee had hoped to effect, ere this, a sale of the entire body of lands belonging to the Institution, at fair rates. But up to the time of writing this report, only about one-eighth of the land, the five sections on the Saline river in Saline county, has been disposed of, and this not fully so. A bargain has been made, through the agency of Wight & Norton, real estate agents at Salina, with gentlemen from Illinois, for these five sections, at the rate of six dollars and fifty cents per acre. The writings binding the parties to the transactions have not yet been signed; and therefore no funds have yet been derived from this source. In the judgment of your Committee, active measures should be set on foot looking to a speedy sale of all the lands. A new appraisal of the lands should be made by a committee of competent persons appointed for the purpose. The appointment of a special agent, upon the plan adopted in the disposition of the Agricultural College lands, is looked upon with favor by your Committee.

In making up the estimate of needed appropriation for 1870, your Committee has been influenced by a desire to promote the best interests of the School, rendering it as useful and efficient as possible; but have borne in mind that the closest economy and most prudent management are of prime necessity in administering the affairs in every department of our Government, especially at the present time, and in view of the number of State Institutions requiring aid. Endeavoring to exercise the utmost discrimination and care, avoiding the expenditure of every dollar which can possibly be omitted, they are inclined to entertain the opinion that the establishment of the new Professorship, recommended in the excellent, accompanying report of the Principal, and referred to in the able Visitor's Report, ought to be deferred for the present. In making this suggestion, your Committee desire to be understood, not, in any sense, as calling in question, the importance of the department, but as deprecating the expenditure of the amount which would be required for the new Professor's salary, until a portion at least, of the endowment fund can be made available to assist in meeting current expenses.

The Committee would be glad to see the suggestions of Professor Kellogg in regard to boarding cottages, carried into effect the present winter; but, for the reasons mentioned in the preceding paragraph, they have thought it best not to mention any specific sum for this purpose in the estimate of needed appropriation for the coming year, which we here present, referring you to the reports of the Principal and Board of Visitors for statements respecting the items enumerated.

ESTIMATE FOR 1870.

For salary of Principal	\$ 2,000 00
For salary of Associate Principal	1,800 00
For salary of Preceptress, ...	1,000 00
For salary of female teacher, ...	900 00
For salary of Principal of Model School, ...	900 00
For salary of Janitor last half of '69 and '70, ...	750 00
For text books and maps, ...	150 00
For chemical and philosophical apparatus, ...	200 00
For fencing Normal School grounds, ...	850 00
For window blinds, ...	400 00
For record books, ...	125 00
For deficiency in appropriation for ceiling assembly room and repairing cupola, ...	143 50
For deficiency in appropriation for painting, ...	95 00
Deficiency in appropriation for bookcases, ...	50 00
For catalogue, ...	150 00
For insurance, ...	125 00
For fuel and lights, ...	600 00
For deficiency in current expenses, [See financial exhibit]	173 96
	\$10,412 46

All of which is respectfully submitted.

C. V. ESKRIDGE,
JACOB STOTLER,
G. C. MORSE,

Executive Committee.

PRINCIPAL'S REPORT.

Board of Directors of State Normal School :

GENTLEMEN : In presenting to your Honorable Body this Fifth Annual Report of the Normal School, there is, as it seems to me, less need for extended statement than heretofore, since the people of the State are reasonably well acquainted with the design and scope of the institution. Information respecting the means employed to accomplish its objects has also been widely disseminated. In this connection, it simply remains for me to say that no change has been made in the ends to be attained, nor has there been material modification of the methods previously employed. The school has continued its legitimate professional work of educating teachers with as much energy and directness of purpose as could be brought to bear upon it by the united efforts of the Faculty.

It gives me pleasure to report a continuance of that cordial co-operation of pupils and teachers in all the work of the school which has so characterized the preceding years. During this year no suspension or expulsion of students has been found necessary in order to maintain the rigid discipline to which normal schools are accustomed. An upright public sentiment and a high moral purpose seem to pervade the assemblage of pupils in every department.

An inspection of the subjoined compilation of statistics is respectfully invited. In order to exhibit the growth of the school, I have placed by the side of the figures for 1869 those which were submitted in the Principal's Report for last year.

STATISTICS.

<i>Summary of attendance,</i>	1868	1869
Graduates, ...	4	9
Senior Class, ...	12	17
Middle Class, ...	16	47
Junior Class, ...	85	76
Preparatory and Model Class, ...	36	49
Total attendance, ...	153	198

The comparative number of males and females belonging to the school is here shown :

	1868	1869
Females,	78	102
Males,	75	96
The number of students pledged to become teachers,	113	130

Number of students who have taught in the public schools during the year, sixty-seven.

The average age of the pupils in the Normal School is, nineteen years.

The counties represented during the year are as follows: Allen, Anderson, Atchison, Butler, Chase, Coffey, Doniphan, Douglas, Greenwood, Jefferson, Johnson, Linn, Lyon, Leavenworth, Neosho, Osage, Riley, Saline, Shawnee—19.

All students have heretofore been admitted, irrespective of the location of their homes, upon the same conditions; viz: that they pledge themselves to become teachers in Kansas. In accordance with this understanding, students from the following States have been received, in addition to the representatives from the different counties of Kansas: New York, Ohio, Pennsylvania, West Virginia, Indiana, Illinois, Texas—7.

IMPROVEMENTS.

During the year 1869 improvements have been made in and about the buildings as follows:

1. The defective plastering on the ceiling in the assembly room has been removed and a ceiling of pine lumber, with handsome cornice and center piece, substituted.

2. The defects in the roof about the cupola occasioning leakage, have been remedied. Leakage in one of the large cisterns has been stopped.

3. Maple trees were carefully planted in the spring. They were well mulched in the summer, and during the season have made a good growth. None died.

4. Two large book cases, a great convenience and an ornament to the assembly room, have been manufactured at a cost of two hundred dollars, and put in place.

5. All the wood work within the main building has been repainted, and now presents a neat and attractive appearance. The seats and desks have been revarnished.

6. Considerable additions have been made to the text-book library. In this connection allow me to suggest that the thanks of your Honorable Body are due to Messrs. Geo. & C. W. Sherwood, of Chicago, for a donation to the institution of nearly a hundred volumes of *Edwards' Analytical Sixth Reader*, an excellent book.

A complete set of Guyot's largest wall maps has been added to the facilities for imparting geographical instruction.

WANTS OF THE SCHOOL.

1. Up to the present time the Latin and Greek classics, the German and other modern foreign languages have had no place in the Normal School curriculum of study. The entire teaching force has been concentrated upon the common school studies with advanced instruction in mathematics, English Literature and Natural Science. The languages were omitted from the course of study, for the reason that, at the time of organizing the school there was little, if any, demand for teachers to take charge of high schools and academies. But the educational growth of the State, keeping pace as it has with the more material progress in constructing railroads, improving the land and building cities, has made the need of classical instruction in the Normal School imperative, since a demand has been created for high school teachers and persons qualified to assume control of academies. The great want of the State, in educational matters, is a larger number of active, well educated, efficient common school teachers, and this want the Normal School is endeavoring to meet. To supply this need has been the sole, as it always must remain its principal, work. But should it stop here, falling behind the demand made upon it, unwilling to fit its graduates for the higher positions in the teacher's ranks, it will be, in great part, shorn of its strength, unable to maintain its present reputation and rank among the educational institutions of our commonwealth.

I take the liberty, gentlemen, to call your attention to the importance of creating a department of classics and modern foreign languages, with the appointment of an additional teacher to take charge of it.

BOARDING ACCOMMODATIONS.

2. A large proportion of the students, are entirely dependent upon their own exertions to procure the means to defray the expenses of attending the school. With the exception of board, the cost is small. But here the burden becomes heavy to bear. The weekly payment of five dollars for board, though but little felt by a man engaged in active, paying business is a disbursement of serious import to young women, daughters of poor parents, who have had no previous opportunity to earn. The eagerness with which the students rent, for the purpose of self-boarding, the few rooms placed at their disposal in the boarding house, and the success which has attended their efforts in this direction, point, as it seems to me, to the true solution of the question: How to secure board at such rates as will not virtually close the doors of the institution to many worthy pupils. Many of the students who board themselves do so with the outlay of an amount varying from two to two and a half dollars per week.

The supply of rooms has been far behind the demand for them, especially during the last term; and there seems little probability of a change for the better, for some time at least, in view of the extraordinary growth of Emporia, unless your Honorable Body can devise some means by which the school itself can take part in the work of supplying its own needs for rooms to rent, and cheap board.

I ask your permission, gentlemen, to state, briefly, a plan which has occurred to my mind as an economical and practical method of affording present and future relief to the students. Let the State commence the erection of a row of small cottages, say 16x24, one story and a half in height, each containing two rooms on ground floor, and two above. Let the cottages be constructed on a simple and inexpensive plan, at a cost not exceeding one thousand dollars for each dwelling. Let the houses be built, on the Normal School grounds, convenient to the present buildings. Each house costing one thousand dollars will accommodate from eight to twelve pupils. Let the rooms be supplied with cheap, durable furniture and rented to the students at a nominal price, only sufficient to cover insurance, keep the buildings in repair, etc.

The erection of these cottages may be made progressive. One, two, or three may be put up first, according as means can be provided; and these can be succeeded by others on the same general plan, as the increase in number of students makes them necessary and as funds can be obtained.

3. Record books of large size, appropriately ruled, are much needed for the preservation, in systematic order, of the statistics of the institution. Four or five different books for the same number of classes of facts, ought to be provided.

Chemical and philosophical apparatus is much needed. A small appropriation here would accomplish great good. Visible illustration in teaching chemistry is much needed in order to wrest the science from the domain of the abstract and intangible.

Window blinds for the assembly and recitation rooms would add much to the comfort of the students. Temporary relief from the too intense light has been obtained by the use of curtains, but these are worn out.

More fencing and further improvement of grounds, more tree planting, the setting out of evergreens and shrubbery, are subjects to which your attention is respectfully called.

CONCLUSION.

The rapid upbuilding of the State, the speedy completion of railroads to Emporia, the central location which has been given the school, and the cheering progress made in all departments of educational labor in Kansas point conclusively to the dawning of a new era of usefulness and enlargement for the Normal School of which the present is but the sign; provided, the same liberal policy which has always characterized the dealings of the State will be allowed to continue; and, provided the same judicious, careful, but energetic proceedings which have marked the past action of the board of directors be permitted to characterize it in the future.

Taking the liberty, at the close of another report, to acknowledge, in the name of the Faculty, the uniform courtesy and kindness extended to us by you, gentlemen of the Board, and expressing our thanks for the unwearied efforts which you have put forth for the advancement of the interests of the school, I have the honor to subscribe myself,

Your obedient servant,

L. B. KELLOGG.

VISITORS' REPORT.

*Hon. P. McVicar, State Superintendent Public Instruction,
Topeka, Kansas:*

Sir: The undersigned having been appointed by you the official Board of Visitors to examine the State Normal School, would respectfully submit the following report:

On the 2d inst. the board visited said school, and after a thorough and careful examination of the same, take pleasure in saying that it is in every way what its founders intended—a first class institution.

The school was opened under many disadvantages, on the 14th day of February, 1865, with eighteen pupils in attendance, since which time, under the careful management of its present efficient Professors, it has greatly increased, until it now numbers one hundred and twenty-seven students in actual attendance this current term. By consulting the records of the school, we found the names of one hundred and ninety-eight students, admitted during the year. Of this number, we were informed by the Faculty, one hundred and thirty have entered into a written agreement with the State by which they are pledged to become teachers in the public schools.

In this connection, the Board are happy to state that, so far as they had opportunity to judge, the Normal School is adhering closely to its legitimate work—the education and professional training of teachers. In all the classes, frequent references are made, and discussions entered into, respecting the best methods of imparting instruction to children on the topics suggested by the daily lessons.

Of the one hundred and twenty-seven now belonging to the school, thirty-two are attending the preparatory and model department; and ninety-five are in the Normal School proper.

The classes, though large from necessity, are well organized,

with Professors at the head of each, who have proved themselves eminently worthy of, and well qualified for their respective positions.

The board was favorably impressed with the neat, bright, healthful appearance of the students, together with the prompt manner in which they respond to all questions asked. The quiet and scholarly behavior of the pupil; the evident devotion of both sexes in study, and the refinement of manners, characterizing the social intercourse of the pupils, sufficed to show us that good order and strict discipline are enforced, and that the elements of good citizenship are here acquired.

Students in the Normal School are at present trained up only to teach in the common schools, which is in itself of vast importance to the students, as well as to the people of the whole State; but, in our judgment, the school would be of still greater importance, if there could be added another Professorship, or department in which the German, Latin and other languages might be taught, and such special training given as would fit Normal graduates to take charge of academies and high schools.

In looking over the apparatus, library and other school appliances belonging to the college, we found a good supply of text books, gazetteers, dictionaries, and a complete set of the new American Cyclopedia, all in excellent condition. We found also a full supply of maps and charts. There were on the shelves, comparatively few standard professional works on education and teaching. We were informed that the deficiency here is seriously felt by each successive class in "Theory and art of Teaching."

The Normal School is also greatly in need of chemical apparatus. Professor Norton, who has charge of the department of Natural Science, tells us that the expenditure here does not need to be large, to enable him to secure satisfactory results from his classes. One or two hundred dollars will supply the need.

It is our judgment that the school ought to be supplied with larger and more appropriate books of permanent record than it now has. At present the statistics of the school are crowded together in small and inconvenient books. A set of

large, durable record books, in keeping with the number and importance of the facts to be preserved, ought to be numbered among the appliances of the school.

There are no window blinds or shades; and there are no pumps for the cisterns.

Our visit to the boarding house, and our inquiries respecting the boarding facilities provided for the Normal students were less satisfactory than our visit to the school itself. Owing to the crowded condition of Emporia, its growth in population, exceeding even its rapid growth in buildings, for the last year, the price of board is higher than it is desired students should pay, and boarding places sometimes hard to find. In addition to this, the increase in the number of Normal students for the same time has been large. As a result, the boarding accommodations are inadequate to meet the necessities of the case.

The boarding house, owned by a corporate body, a majority of whose stock has been bought in by one person, we found to be greatly overcrowded. We were told by Prof. Kellogg that quite a number of applicants for rooms at the boarding house have been turned away since the term began, for want of room.

Extremely regretting the present condition of affairs in respect to boarding facilities, and feeling confident that the expenditure of a small sum by the State in erecting two or three cheap boarding cottages, on the Normal School grounds, for the use of the female students would yield large returns in adding to the usefulness of the school, the Board of Visitors are hardly prepared to recommend that the expenditure be made, in view of the present condition of the State finances.

The college stands on the south-west bank of the Neosho river, occupying a beautiful site twenty acres, immediately north of, and overlooking the city of Emporia. The location is an excellent one, being a beautiful rolling prairie, sloping gently in all directions from the building. The rooms are well arranged, though somewhat too small for the large number of students in attendance. The furniture is of excellent quality, ample, and tastefully arranged. The building is kept scrupulously clean, and in an orderly condition, thus

affording an excellent model for the students to imitate when they go out to take charge of schools.

In concluding this report, we deem it but just to express our recognition of the great obligation which the State is under to the present board of directors for the truly excellent condition to which the Normal School has been brought.

All of which is respectfully submitted.

S. J. CRAWFORD,

E. B. PEYTON,

W. R. BROWN,

Committee.

Emporia, Kansas, Nov. 25, 1869.

ASYLUM FOR THE BLIND.

Locality—Wyandotte.

Incorporated in 1865.

FACULTY.

H. H. Sawyer, Superintendent.

Miss Nettie Warren,

Miss Kate Burgard.

Mrs. Lizzie Houck, Musical Instructress.

PUPILS.

Junior Class, males 2; females 7; total, ... 9

Preparatory Department, males, 4; females, 2; total, ... 6

Total, ... 15

PROPERTY OF THE INSTITUTION.

Site, ... \$3,000

Buildings, ... 15,000

Apparatus, ... 1,500

Furniture, etc., ... 2,500

Total, ... \$22,000

CURRENT EXPENSES.

Salary of teachers and superintendent, and pay of

trustees, ... \$2,200

Incidentals, ... 5,500

Building and repairs, ... 500

Improvement of grounds, ... 1,000

Total, ... \$9,200

RECEIPTS.

State aid, ... \$9,200

Manufacture of brooms, ... 400

Total, ... \$9,600

No charge for tuition,

H. H. SAWYER, Superintendent.

BAKER UNIVERSITY.

Locality—Baldwin City, Douglas county.
Incorporated in 1857.

FACULTY.

Rev. J. A. Simpson, A. M., President, and Prof. of Mental and Moral Philosophy.
Jacob S. Whitman, A. M. M. D., Prof. of Natural Science.
W. W. Deverell, A. M., Prof. of the Greek and Latin languages.
J. G. Schnebly, A. M. M. D., Prof. of Mathematics.
Miss Clara Holman, teacher of Music.

STUDENTS IN ATTENDANCE.

Graduates at last commencement, males, 2; females, 0;	
total, ...	2
Senior Class, males, 2; females, 1; total, ...	3
Junior Class, males, 1; females, 4; total, ...	5
Sophomore Class, males, 7; females, 3; total, ...	10
Freshman Class, males, 6; females, 6; total, ...	12
Preparatory and scientific, males, 44; females, 64; total, ...	108
Musical instruction, males, 13; females, 28; total, ...	41
Total, ...	181

PROPERTY OF THE INSTITUTION.

Lands, ...	\$ 35,000
Buildings, ...	33,000
Library, ...	3,000
Cabinet, ...	10,000
Total, ...	\$ 81,000

TUITION.

Collegiate department per annum, ...	\$ 30 00
Preparatory and Scientific department per annum, ...	24 00

The third story of the new college building is almost complete. The building will be ready for use next fall.

J. A. SIMPSON, President.

WASHBURN COLLEGE.

ANNUAL REPORT FOR THE YEAR ENDING SEPTEMBER 1, 1869.

Corporate name of the institution—Washburn College.

Name of the locality—Topeka, Kansas.

Year in which the institution was founded—A. D. 1865.

Names of the members of the faculty, their departments and salaries:

Rev. H. Q. Butterfield, A. M., Professor of the Greek and Latin languages, ...	\$ 1,500
Rev. John D. Parker, Ph. D., Professor of Natural Sciences and Higher Mathematics, ...	1,000
Rev. John A. Banfield, Principal of the Preparatory Department, ...	1,000
Perley M. Griffin, Assistant in Preparatory Department, ...	
Jules B. Billard, Assistant in Preparatory Department, ...	
C. E. Pond, Teacher of Penmanship, ...	
Rev. John A. Banfield, Librarian	

GRADUATES.

Whole number of graduates, males, 2; females, 1; total, ...	3
Number of graduates at last commencement, males, 1; females, 1; total, ...	2

STUDENTS IN ATTENDANCE.

Senior Class, males, 1; females, 2; total, ...	3
Junior Class, males, 1; females, 1; total, ...	2
Sophomore Class, males, 0; females, 0; total, ...	
Freshman Class, males 2; total, ...	2
Preparatory and Scientific Department, males, 25; females 20; total, ...	45
Total number of students, ...	57

LANDS OWNED BY THE INSTITUTION.

Site—acres, ...	13,000 sq. ft.
Other lands in Kansas, acres, ...	160
Lands in other States, acres, ...	

Total number of acres, . . . 160 acres, 13,000 sq. ft.

ESTIMATED CASH VALUE OF THE PROPERTY OF THE INSTITUTION.

Site, ...	\$ 4,000 00
Other lands, ...	16,000 00
Buildings, ...	8,000 00
Library, ...	2,000 00
Apparatus, ...	
Cabinet, ...	Not estimated
Permanent endowment funds exclusive of real-estate	32,000 00

Total amount of property, . . . : \$63 064 00

EXPENDITURES FOR THE CURRENT YEAR.

For salary of teachers, ...	\$ 2,878 75
For incidentals, ...	256 00
For buildings and repairs, ...	154 15
For improvements of grounds, ...	

Total expenditures, ... \$ 3,288 90

RECEIPTS FOR THE CURRENT YEAR.

State aid, ...	
Interest on endowment, ...	\$ 1,591 17
Voluntary contributions, ...	28,174 00

Total receipts, ... \$ 29,765 17

RATES OF TUITION, NOT INCLUDING BOARD.

For Collegiate Department per annum, ...	\$ 24 00
For Preparatory and Scientific Department, ...	18 00

Under whose auspices is the institution conducted? The
Congregationalists.

REMARKS.

The senior Professor was absent during the whole year.

H. Q. BUTTERFIELD,
Senior Professor.

HARTFORD COLLEGIATE INSTITUTE.

Locality—Hartford, Lyon county.

Organized in 1860.

Principal, A. D. Chambers, A. M.

STUDENTS.

Academic Classes, males 20 ; females ; 25 ; total,	45
Preparatory Department, males, 15 ; females, 18 ; total,	33
Total,	78

PROPERTY OF THE INSTITUTION.

Site,	\$ 2,000
Buildings,	6,000
Library,	150
Apparatus,	200
Total,	\$ 8,350

The institute is under the care of the M. E. Church. There are but two teachers regularly employed. A third is employed occasionally as the attendance and number of classes demand. The teachers are dependent on tuition and contributions of the friends of the institution for their salaries. The prospects of the school are encouraging. It is conducted as a first class academy.

A. D. CHAMBERS, Principal.

WETMORE INSITUTE.

Locality—Irving, Marshall county.

Date of organization, 1863.

Principal, Chas. E. Tibbets.

STUDENTS.

Preparatory Department, males, 32; females; 33; total, 65

PROPERTY OF THE INSTITUTION.

Site, ...	\$ 2,000
Buildings, ...	8,000
Library	300
Apparatus, ...	500

Total, ...	\$ 10,800
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Annual stipend for support of teachers, ...	\$ 300
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Teachers employed, ...	3
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The institution is under the auspices of the New School Presbyterian Church. There has been no catalogue of course of study previous to the one just published. The public school has, on several occasions been combined with the Institute. The schools will hereafter be separate. The present prospects of the Institute are encouraging to some extent. Rev. Joel Parker, D. D., is soliciting funds East, and there is a reasonable prospect that a new hall will be erected during the present year.

CHAS. E. TIBBETS, Principal.

GENEVA PRESBYTERIAL ACADEMY

Location—Geneva, Allen county.

Organized 1866.

Principal, Rev. S. M. Irwin, M. A.

STUDENTS.

Academic Classes, males, 18; females, 12; total,	30
Preparatory, males, 11; females, 9; total,	20
Total,	50

PROPERTY OF THE INSTITUTION.

Site,	\$ 3,000
Buildings,	3,500
Library,	100
Apparatus,	40
Total,	\$ 6,640

The present session, (September 1, 1869), has opened very fair, and our future, I trust, will be one of prosperity. We are gathering a library; have the promise of quite a number of volumes; have a fine set of wall maps; the best in southern Kansas; globes, etc.

S. M. IRWIN, M. A., Principal.

EPISCOPAL FEMALE SEMINARY.

Locality—Topeka.

Organized 1860; re-organized 1865.

Principal, Rev. J. N. Lee.

Perceptress, Mrs. R. N. Baldwin.

STUDENTS IN ATTENDANCE.

Graduated at the last anniversary	2
Senior class, ...	2
Middle class, ...	3
Junior class, ...	7
Preparatory department, ...	76
Total, ...	90

Teachers employed—2 gentlemen; 7 ladies. Total, 9.

PROPERTY OF THE INSTITUTION.

Building, site, lands, etc., ... \$35,000.00.

REMARKS.

The institution the last year graduated its first class. At the annual examination in April, and at the annual commencement in June, there was a remarkably large attendance of examiners, patrons and friends, from different and distant parts of the State, showing a deep and growing interest in the school. It is the only protestant school exclusively for girls in the State, and furnishes opportunities of a high order, in connection with a retired and yet cheerful and attractive home. It attracts an increasing patronage from distant parts of the State, and from regions beyond our own State.

The instruction is designed to be of the most thorough character, and up to the times. The opportunities for music and drawing are of the highest order. The institution is furnished with first class instruments of music, with a fine library of well selected books, and with good apparatus. Pupils are treated according to the character which they establish for themselves. The good and trustworthy are not visited for the misdeeds of those who are less conscientious, and careful, and honest.

A high tone of conduct and reliability has been reached. The institution has been noted by friends and visitors for the health, and cheerfulness, the kindness and culture of the pupils. It is designed to be a thorough and efficiently christian school, in the best and highest sense, a design which has to an encouraging extent been, by God's blessing, realized.

J. N. LEE, Principal.

Topeka, September 1st, 1869.

STATE TEACHERS' ASSOCIATION.

MANHATTAN, KANSAS, June 29, 1869.

FIRST DAY—TUESDAY EVENING.

The Association was called to order by the President, D. J. Brewer, of Leavenworth, and opened with prayer by Rev. G. S. Dearborn, of Manhattan. Thos. C. Dick, of Jefferson county, was chosen secretary *pro tem*.

Moved and carried that two committees be appointed, one on resolutions, the other on nominations. Motion carried that the chair appoint. The following appointments were made: On Resolutions, Mrs. J. H. Gorham, Mr. J. P. Williams, and Mr. I. J. Banister; on Nominations, Messrs. Heisler, McCarty and Fales. The Treasurer being absent, D. L. Cook was, by motion, made Treasurer *pro tem*. \$51.30 was received. Opening address by Judge Brewer.

SECOND DAY—MORNING SESSION.

Association called to order by Mr. Fales, as President *pro tem*. Prayer by Rev. N. Green. Minutes of previous meeting read and approved. On motion, Miss Ellen Plumb was appointed assistant secretary. Judge Brewer having arrived was called to the chair.

On motion, the President appointed the following committees:

On Enrollment, Messrs McCartney and Heisler. On the Educational Journal, Professors Bradford and Palmer, and Miss Dickinson.

Prof. H. D. McCarty, of Leavenworth, gave an address in favor of the "Township System of Districting." The subject was then opened for discussion, the speakers being limited to five minutes.

Speakers in favor of the system, Messrs. Mudge and McCartney; opposed, Messrs. Platt, Chambers, Dick, and Baker.

The State Superintendent read extracts from numerous letters which he had received from various County Superintendents throughout the State, in regard to this subject, showing it to be deemed, by those officers generally, impracticable at the present time.

Essay by Mrs. J. H. Gorham, of the Normal School. Subject—"Woman's Educational Rights." Discussion followed, participated in by Messrs. McCarty, Denison, Norton, Williams, McCartney, Kellogg, Dearborn, Baker and Lee.

AFTERNOON SESSION.

Called to order at 2 P. M., pursuant to adjournment. Discussion on the question before the house at the close of the morning session, was resumed. Remarks were made by Profs. Donovan and Platt.

Music.

Essay by Mr. Hastings, of Atchison. Subject—"Order in the School-room."

Essay by Prof. Mudge. Subject—"Corporal Punishment."

Discussion on the topics suggested by the above themes, participated in by Messrs. Chambers, Williams, Kellogg and Platt. Recess.

Music.

Discussion of previous question resumed by Messrs. Banister, Bradford and Mudge. By a request of the Association, on motion of R. B. Taylor, of Wyandotte, Judge Brewer repeated his address of last evening.

Music.

EVENING SESSION.

Association convened pursuant to adjournment, and was called to order by the President. Minutes of the previous meeting read and approved. Report of the Committee on Resolutions being called for, the following was presented:

WHEREAS, The public schools of our State have already lost about 200,000 acres of the choicest school lands of the State, by, as we believe, the wrong disposition of Indian reservations, without providing by stipulations, for the reservation of sections 16 and 36 in each congressional township, and

WHEREAS, The treaty commonly known as the Osage treaty is now pending, involving the vast area of 8,000,000 acres, or about one sixth of the whole State, and

WHEREAS, The treaty in its present form, proposes to alienate these lands to different railway companies, only reserving one section instead of two in each congressional township, thus occasioning a loss of 250,000 acres, or over one million dollars, to the permanent school fund of Kansas, therefore

Resolved, By the State Teachers' Association of the State of Kansas, that we deprecate the ruinous and unjust policy of alienating these Indian reservations to corporations and capitalists, without reserving the proper quota for our public schools.

Resolved, That our Senators and Representative at Washington be, and are hereby respectfully requested to use all proper efforts to incorporate in the treaty, previous to its ratification, a provision for the reservation of sections 16 and 36 in each congressional township included in the Osage diminished reservation.

Resolved, Further, that our Legislature at its next session be respectfully requested to insist, by memorials and other influences, on this provision for the benefit of the common schools of our State.

Resolutions unanimously adopted without debate.

Music.

Shakspearian reading—Scene from Richard III., by Miss Farmer, of Leavenworth.

Judge Brewer introduced Calvin Townsend, of Rochester, N. Y., who delivered a lecture. Subject—"Signs that we hang out."

THIRD DAY—MORNING SESSION.

In the absence of the President the Association was called to order by Prof. Mudge, and Prof. Bradford, of Atchison, was chosen President *pro tem*.

Session opened with prayer by Prof. Lee.

An essay was read by Prof. J. D. Parker, of Washburne College. Subject—"The Marking System."

Discussion upon the subject of the essay, engaged in by Messrs. Denison, Norton, Doniphan, and Williams of Leavenworth.

Essay by Miss Alice Norton. Subject—"Primary Schools."

Prof. Donovan was appointed Treasurer *pro tem*. Recess.

Music. Programme for the afternoon announced. Prof. McCarty was appointed President for the afternoon. Lecture by C. Townsend, of Rochester. Subject—"Civil Government." At the close of the lecture the following resolution was adopted:

Resolved, That a committee, consisting of the State Superintendent, and two others, appointed by the chair, be authorized and directed to prepare and urge the passage of an amendment to the school law requiring the addition of the United States and Kansas Constitutions to the list of studies for the Public Schools, and requiring all teachers to pass a satisfactory examination on these branches of study before receiving a certificate.

The chair appointed Professors B. F. Mudge and H. D. McCarty to aid the State Superintendent in this work.

Music.

AFTERNOON SESSION

Association met pursuant to adjournment, called to order by the President.

Essay by Rev. M. D. Gage, of Junction City. Subject—"Compulsory Attendance at School."

Music.

Remarks urging the consideration and adoption of the Phonetic System, were presented by R. B. Taylor of Wyandotte.

Report of the Committee on Nominations being called for, E. F. Heisler, of Wyandotte, chairman of that committee, reported as follows:

MR. PRESIDENT: Your Committee on Nominations ask to submit the following report for the consideration of this Association. For President of this Association for the ensuing year, Professor I. J. Banister, of Paola. For Vice Presidents, the County Superintendents present at this session. For Executive Committee, E. F. Heisler, of Wyandotte; Mrs. J. H. Gorham, of Emporia; Miss E. M. Dickinson, of Atchison; P. J. Williams, of Leavenworth, and P. Fales, of Franklin county. Recording Secretary, Miss Alice L. Norton, of Manhattan. Corresponding Secretary, Thomas C. Dick, of Jefferson county. Treasurer, Miss Lizze Ela, of Emporia.

Respectfully submitted.

Messrs. McCARTY,
FALES,
HEISLER,

Committee.

Recess.

Music.

Mr. McCarty presented the claims of the Kansas Educational Journal. Superintendent Williams, of Leavenworth, made a few remarks favoring the use of Townsend's text book and chart on the constitution.

Report from the Committee on Resolutions being called for, the following were presented and adopted:

First, two resolutions designed to supplement those already passed in reference to the Osage Treaty.

Resolved, That the Secretary of this Association be instructed to transmit a copy of these resolutions to our Senators and Representative.

Resolved, That the Press of the State be urgently requested to publish the foregoing resolutions.

Resolved, That the Association hail with satisfaction the day when the facilities for liberal education and new arenas of employment for woman are tending more and more to recognize the fact of her social equality and just claims to equal rights and equal compensation for services rendered.

Report of the Committee on Journal being called for, Professor Palmer, as chairman of the committee, presented the following:

Your Committee on the Educational Journal beg leave to make the following report: We find the financial condition better than ever before, as will be seen by the following:

SUMMARY.

Receipts from all sources, ...	\$ 2,476 62
Outstanding bills that are good, ...	100 00
Expenditures, ...	2,321 96

Balance on hand, ...	\$ 254 66
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We are not disposed to make any recommendation respecting the balance on hand. We recommend no change of management, but that such provisions be made as shall secure a more regular issue of the Journal.

Remarks were made by Messrs. Denison, Norton, McCarty, Tunnell, Kellogg, McCartney and Taylor. Report accepted.

A discussion arose in regard to the manner of disposing of the balance remaining on hand. After some debate, it was decided, on motion of Superintendent McVicar, that it be presented to Messrs. Kellogg & Norton as a slight token of appreciation of their labors in editing the Journal.

Professor Kellogg, in behalf of the Editors, made the following proposition: That the Educational Journal be delivered into the hands of its present editors for two years, and that they be authorized to change the present subscription rates as follows: \$1.50 per single copy; \$1.25 for clubs of ten and upward, and \$1.00 for clubs of twenty and upward.

After some discussion by Messrs. Dearborn, Palmer, Donovan, McCarty, and Taylor, the proposition was accepted and the request granted, with the provision that the increased rates of subscription should not begin until the first of January next.

The next item of business was in regard to fixing the place for holding the next session of the Association. The matter being properly within the province of the Executive Committee, the Association recommended that the appointment be made for Wyandotte.

A circular from the National Teachers' Association was presented by the State Superintendent, and read before the house.

Moved, and carried, that this Association be represented by four delegates appointed to attend the National Association. The following were appointed, and the Secretary instructed to issue proper credentials to them: Hon. Peter McVicar, State Superintendent; Rev. G. C. Morse, Grasshopper Falls; Professor P. J. Williams, Superintendent Leavenworth City Schools; Miss M. J. Watson, State Normal School, Emporia.

President Denison, of the Agricultural College, extended an invitation to the Association to visit that Institution. Invitation accepted.

The treasurers' report was called for. The following was presented:

TREASURER'S REPORT.

Amount received from former Treasurer, ...	\$51 30
Amount received at the present session, ...	31 00
Total, ...	\$85 30

On motion, the following resolutions were unanimously adopted:

Resolved, That the thanks of this Association be, and hereby are, tendered to the people of Manhattan, for the generous entertainment of its members during the present session.

Resolved, That the thanks of the Association be tendered to the singers, who, under the leadership of Professor Platt, have, from time to time, furnished us with such excellent music.

Resolved, That the thanks of the Association be tendered to C. Townsend, of Rochester, New York, for his mirth-provoking address, and his able, comprehensive and instructive lecture.

Resolved, That this Association return its hearty thanks to the Railroad Companies for their courtesy in reducing the rates of fare over their respective routes.

Mrs. J. H. GORHAM, Secretary.

ASSOCIATION OF COUNTY AND CITY SUPERINTENDENTS.

MANHATTAN, Wednesday, June 30, 1869.

The Association met at 8 a. m., in the Public Hall. Superintendent McVicar called the Association to order.

The Clerk read the minutes of the last annual meeting.

Messrs. Fales and McCarty were appointed a committee to draft a new Constitution for the Association.

The following, after discussion, was adopted:

Resolved, That we recommend that the school law be so amended as to authorize the State Superintendent to furnish books of record to District Clerks and District Treasurers, order books for Treasurers, school registers, and blank school bonds.

On motion, Messrs. McCarty, Banister and Dick were appointed a Committee on Business. Adjourned.

Thursday, July 1st.

Association met in the Baptist Church at 8 a. m. I. J. Banister in the chair. Minutes of the last meeting read and approved.

Committee on Constitution, through H. D. McCarty, presented the following preamble and Constitution:

PREAMBLE.

For the purpose of drawing more closely together the heads of departments, and more thoroughly systematizing and developing our whole educational interests in Kansas, we, the County and City Superintendents of Kansas, whose names are affixed, associate ourselves together under the following:

CONSTITUTION.

ARTICLE 1. This Association shall be styled "The Kansas State Association of County and City Superintendents."

ART. 2. The officers of this Association shall consist of a President, three vice Presidents, a Recording Secretary, and an Executive Committee of three members, two of whom shall be county superintendents.

ART. 3. It shall be the duty of the President to preside over all meetings of this Association. In case of vacancy, or in the absence of the President, it shall be the duty of the senior Vice President present to perform the same duty.

ART. 4. It shall be the duty of the Recording Secretary to perform the duties usually devolving upon such officer.

ART. 5. It shall be the duty of the Executive Committee to prepare business for the action of the Association.

ART. 6. The officers of this Association shall be elected annually by ballot, unless otherwise determined by a two-thirds vote of the members present.

ART. 7. This Constitution may be altered or amended at any regular meeting, by a two-thirds vote.

The above constitution was unanimously adopted as the constitution of this body.

It was moved and carried that the Secretary be authorized to affix to the constitution the names of superintendents present.

The Committee on Business made a report, which was taken up article by article, amended and adopted, as follows:

Resolved, That the State Superintendent be requested to use his influence before the next legislature to secure such amendment to our school law as will allow the payment of two dollars per day out of the district contingent fund to the district clerk for each day actually spent in the service of the district.

Resolved, That the law in relation to the apportionment of public school funds be so changed as to entitle *newly organized* districts reporting three months' school maintained during the year closing with December 31st, to a portion of the State and county school fund for the succeeding March and July dividends.

Resolved, That we recommend an amendment to the school law relating to "cities of the 2d class," enabling them to levy a tax *at their own discretion* for purchasing or building school houses for said cities.

Resolved, That a committee, consisting of the State Superintendent and two others, be appointed by the chair to propose and urge the passage of an amendment to the school law requiring the addition of the United States and Kansas constitutions to the list of studies for the public schools, and requiring teachers to be examined in the same.

Resolved, That a committee of three be appointed to confer with the State Superintendent in reference to a form of teachers' certificate, which being duly prepared, shall be furnished to the county superintendents.

Messrs. Fales, Heisler and McCarty were appointed said committee.

The following questions and resolutions were introduced and discussed, and referred to the appropriate committee:

What is the best plan for securing a uniform grade of certificates throughout the State? What should be the basis of grading certificates? and what the proper number of grades?

Resolved, That this Association recommend the issuance of certificates of two grades only.

The Association then proceeded to the election of officers for the ensuing year, with the following result: President, P. McVicar; Vice Presidents, Philetus Fales, A. D. Chambers, P. J. Williams; Secretary, E. Gale; Executive Committee, I. J. Banister, E. F. Heisler, T. C. Dick.

The Association recommended the call of a meeting at Topeka, early in the session of the next Legislature.

Association adjourned to call of the State Superintendent.

PHILETUS FALES, Secretary.

COUNTY SUPERINTENDENTS.

COUNTY.	Sup'tendent's Name.	Post Office.
Allen.....	M. A. Simpson.....	Carlisle.....
Anderson.....	P. W. Bahl.....	Garnett.....
Atchison.....	T. F. Cook.....	Huron.....
Bourbon.....	J. S. Weaver.....	Mapleton.....
Brown.....	Noah Hanson.....	Carson.....
Butler.....	J. E. Buchanan.....	Chelsea.....
Chase.....	J. S. Shipman.....	Middle Creek.....
Clay.....	Geo. D. Seabury.....	Clifton.....
Crawford.....	C. H. Strong.....	Girard.....
Cherokee.....	D. R. Martin.....	Cherokee City.....
Cloud.....	B. H. McEckerson.....	Shirley.....
Coffey.....	Wm. Crow.....	Burlington.....
Davis.....	I. Jacobus.....	Junction City.....
Dickinson.....	Wm. Ramsey.....	Solomon City.....
Doniphan.....	D. W. Brown.....	Troy.....
Douglas.....	Wm. A. Starrett.....	Lawrence.....
Ellis.....		Hays City.....
Ellsworth.....	L. Sternberg.....	Ellsworth.....
Franklin.....	Philetus Fales.....	Ottawa.....
Greenwood.....	Wm. E. J. Nixon.....	Virgil.....
Jackson.....	R. M. Cook.....	Banner.....
Jefferson.....	T. C. Dick.....	Oskaloosa.....
Johnson.....	C. E. Lewis.....	Olathe.....
Labette.....	R. J. Elliot.....	Oswego.....
Leavenworth.....	H. D. McCarty.....	Leavenworth.....
Linn.....	Geo. W. Botkin.....	Mound City.....
Lyon.....	A. D. Chambers.....	Hartford.....
Marion.....	Wm. S. Moulton.....	Marion Center.....
Marshall.....	C. S. Bolton.....	Barrett.....
Miami.....	I. J. Banister.....	Paola.....
Morris.....	A. J. Beach.....	Council Grove.....
Montgomery.....	J. A. Helphingstine.....	Liberty.....
Nemaha.....	J. S. Stamm.....	Centralia.....
Neosho.....	J. L. Evans.....	Jacksonville.....
Osage.....	P. Kirby.....	Burlingame.....
Ottawa.....	H. H. Paxton.....	Lindsey.....
Pottawatomie.....	John Lowe.....	Manhattan.....
Riley.....	E. Gale.....	Manhattan.....
Saline.....	A. P. Collins.....	Solomon City.....
Shawnee.....	D. J. Evans.....	Auburn.....
Wabaunsee.....	T. M. Allen.....	Alma.....
Washington.....	J. S. Palmer.....	Washington.....
Wilson.....	Thos. B. Woodward.....	Virdi.....
Woodson.....	S. J. Williams.....	Neosho Falls.....
Wyandotte.....	E. F. Heisler.....	Wyandotte.....

REPORTS
OF
COUNTY SUPERINTENDENTS.

REPORTS OF SUPERINTENDENTS.

ATCHISON COUNTY.

T. F. COOK, *Superintendent.*

Our county has made good progress, the past year, in building school houses and in procuring a better class of teachers. For the most part our school buildings are good substantial structures, pleasantly located, but many of them are badly arranged for convenience and health, being deficient in size, proportion and means for proper ventilation. Would it not be well for district boards, before building, to consult experienced teachers in regard to the best method of constructing school houses, that taste, convenience and the best plan for ventilation may be secured? Those who have had long experience as teachers evidently know the wants of the school-room better than the majority composing our school boards. Had such a plan been adopted in time past, we might have had commodious, well arranged school buildings, with but little if any additions to the cost, whereas now they possess none of these advantages. But rather than abandon or dispose of these unsightly structures, they will be used for years to come, to the great annoyance and inconvenience of teachers and pupils, and loss to the district, as teachers with such surroundings cannot accomplish as much as when more favorably situated.

We have a large number of teachers that are doing praise-worthy work, and who show their devotion to the calling by regularly attending our institutes and association. Most districts are remunerating their teachers tolerably well, and

are asking the services of such as have shown themselves worthy of their calling by past energy and devotion to their work.

In time past many districts sought the services of "cheap teachers," thinking that they were economizing thereby. But experience has taught them the folly of such a course, and that the better way is to pay a fair remuneration for the labor of competent teachers who do not resort to our noble and high calling merely as the means for preparing themselves for other professions, or callings in life, or as a respite from manual labor. Upon the whole, our prospects for the future are encouraging. Yet much remains to be done in building commodious school houses, possessing architectural taste, in ornamenting sites with trees, and in furnishing suitable apparatus for illustrating the branches taught.

BROWN COUNTY.

N. HANSON, *Superintendent*.

Eight new districts have been formed within the last year, four of them comprising what was formerly the Kickapoo Reserve recently opened for settlement and containing a sparse, but rapidly increasing population. Six new school houses have been built at costs varying from \$350 to \$1,750 and amounting in the aggregate to \$6,742. A large number will probably be erected this coming season.

Under the law of last winter, requiring the attention of school boards to securing a uniformity of text books, district uniformity has been secured and county uniformity nearly secured.

However desirable it may be to have in active operation all the improved educational means, uniformity is more desirable. The hostility of a class of would be educational reformers to the use of the text book, does not seem likely to effect its exclusion from the school-room at a very early day. What is wanted is a class of teachers that better understand the text books; that better comprehend the plan and are more thoroughly familiar with the system of instruction which the author has in view; that know how to make the best use of all that is in the text book, and supply whatever is essential to progress which the author has failed to give. Until we can place in our schools teachers who have in their heads all that the text book contains, and more, we shall need the text book in the hand of the teacher as well as in the hand of the pupil. We are making progress both in the demand for and the supply of better qualified teachers.

Our local schools are nearly all the means of improvement available to our home teachers, and as a consequence, we are largely dependent upon accessions from abroad.

The State Normal School is so remote and inaccessible as to be of no advantage to us in training our teachers or to enable us to secure the services of those who have had the advantages of its training.

The Normal School is no doubt worth very much to the State, but nothing directly to us. The necessity of a Normal School, at some point accessible to the teachers of northern Kansas, is so apparent that nothing but a proper presentation of the subject to the legislature ought to be necessary to secure it.

BOURBON COUNTY.

J. S. WEAVER, *Superintendent.*

We have now in our county sixty-seven school districts. Nine of the number have been organized the present year. We have but few good school houses; yet I am happy to say that a majority of the districts are moving in the right way. Quite a number are erecting school houses, several are under contract.

When I say the law confining school districts to a certain per cent is detrimental to our school interests, I am but speaking the sentiments of those who believe in educating the youth in this county. Why restrict school districts to a certain per cent, and allow counties to vote unlimited aid to internal improvements? Cannot the people be allowed the privilege of voting as much as they please for the support of schools? We have the privilege of voting bonds, also the privilege of selling them if we can find a purchaser.

In Mapleton, (district No. 10), they voted bonds to the amount of \$2,250. With great difficulty and trouble the school board finally disposed of them at a discount, for hauling, lumber, labor, etc., and have nearly completed a two story stone school house 28x42 feet. It is the finest school house in our county.

The school board of the city of Fort Scott have secured a site for a school house, and the city council have issued bonds to the amount of \$30,000 to be used in erecting a school building thereon. It is what our county needs, and will be an ornament to the city and county.

I have visited every school district in the county and have awakened a lively interest in most of them. All have had the benefit of a school this past year except a few districts that have no school houses. We held, as you are aware, in

the city of Fort Scott our first Teachers' Institute in this county, and the able assistance and instruction we received from the State Superintendent, Professor Dilworth and others, awakened an interest among the teachers of "Old Bourbon" that has proved beneficial to themselves and to the schools of this county. The whole county is awakening to the importance of education.

In this awakening I have endeavored to contribute my share, and it gives me great pleasure to think that I have been an humble instrument in so noble a cause.

BUTLER COUNUY.

J. E. BUCHANAN, *Superintendent.*

It must not be expected that a full and accurate report can be made when district clerks fail to make out anything like a correct or legible report to the county superintendent.

Some districts fail entirely to furnish reports, others only partially fill out the blanks. Of the eleven which have reported only two have given the amount raised by district tax, giving, instead, the rate per cent voted at their last annual meeting.

Many of the statistics I would not be able to give with any degree of accuracy were it not for facts noted in my visitations among the schools. However, these and similar discrepancies must be expected in a new county, and while the districts are so imperfectly organized, the interests in educational matters throughout the county, as a whole, are on the increase.

Many of the late settlers have not only brought with them advanced ideas with regard to agriculture, but they possess something of the spirit and zeal of our northern and eastern educators. They want good schools and are bound to have them. Too many, however, go on the "cheap plan," hire the cheapest teachers, raise as little tax as possible, etc., thinking, perhaps, that the great object of education has been fully met. How sadly mistaken!

I have organized one new district in the county and have made several alterations in others. One district has been organized in Sedgewick county.

I would recommend that some plan be adopted that the schools throughout the county have a uniformity of text books. As it is, there are nearly as many authors used as

families represented in each district. Could not an arrangement be made, making the county superintendent's office the repository of a certain series of books, impressing upon the minds of people the importance and advantage to be gained by as speedy a uniformity as possible? We are not discouraged in Butler county, but, on the contrary, we have everything to encourage us. And we aim high.

CLAY COUNTY.

GEO. D. SEABURY, *Superintendent.*

We rejoice to say that our schools are progressing finely. At the commencement of our work as superintendent of Clay county, three years ago, we found only two school districts sustaining schools in the county. Now we have fifteen districts that will probably have winter schools. Other districts are being organized, and a good spirit is manifest among our people on the subject of education. We are also seeking a better class of teachers. When the county was new it was found that but few had settled among us who were really qualified to teach. But recently some have found their way here who are well qualified, in head and heart, to be good instructors of youth. We shall find considerable help in the future, springing from the Normal institutes, that will aid our teachers in the back counties much in reference to the more modern modes of teaching.

Our teachers should not only be well furnished with knowledge, and apt to teach, but likewise should be skilled in the manner of approaching the heart of a child with moral advice and precept. The effect of evil conduct should be at once and always shown to the pupil. Religious knowledge is useful in every undertaking in life, and what is more, no man can safely live without it.

CRAWFORD COUNTY.

C. H. STRONG, *Superintendent.*

I herewith transmit my second annual report. I find a great advance in all the departments pertaining to our schools, and I hope, by another year, to be able to report still greater progress. One year ago, last April, there was not a single school taught by a qualified teacher; now we have fifty-six, and sixty-five districts are organized. This county is fast filling up. I expect, this fall, to complete the organization of this county. I have adopted the congressional township system of districting, and it works like a charm in this county. I am of opinion that it works better than any other mode.

This county, under the impetus given by the Missouri River, Fort Scott & Gulf Railroad, is rapidly filling up with an excellent class of settlers. Many of them bring capital, and nearly all bring energy and enterprise.

We had a very interesting and profitable teachers' institute, at Girard, which gave a new impetus to the cause. I have no suggestion to offer in regard to the present school law, except that of the election of one, instead of three, (or a full board,) at each annual election. I think that this change in the law would be much better.

I report no school lands, either sold or unsold, for we have none.

Owing to the great variety of text books used in our common schools, and other disadvantages so prevalent in a newly settled country, our report is somewhat deficient. But a change for the better has taken place. A uniformity of text books has been adopted by most districts. These facts show the feeling of the people on the Neutral Lands as forcibly as can be expressed, with the exception of four or five dis-

tricts. The thanks of parents and children are due to the district officers who have cordially co-operated with me, and have given every encouragement in their power to cultivate the great field of universal education, which is so much needed here in order to keep step with other and older counties and States. "Progress is our motto."

CLOUD COUNTY,

B. H. McECKERSON, *Superintendent.*

Many and serious are the obstacles that retard the progress of education in the frontier counties. In the first place a large majority of the settlers are poor, and, although they feel keenly the great necessity of making every possible effort to elevate the standard of education, yet they are, in a measure, compelled to devote their whole time and energies to the physical wants of their families, and toward making their rude homes comfortable. And there are other difficulties which frontier men have to contend with that the inhabitants of older settled counties know nothing of. Yet, notwithstanding all barriers, the educational interests of this county have advanced slowly, but surely. Old foggy ideas, as, for instance, "that teachers should not receive more than from eight to ten dollars per month" for all their toil, no matter how faithful they may be, are being abandoned, and school officers and patrons are beginning to enquire for good teachers and are willing to pay them good wages.

School houses have been remodeled and repaired. Three new districts have been organized during the last year, and I think five new school houses will be built this winter. As a county, we are hopeful in regard to the future. The abundant harvests which we have just secured, and the exceedingly favorable future prospect give us courage. There is, however, a scarcity of teachers in this county. If a few good teachers from other counties will immigrate to this county, they will be furnished with good schools and good wages, and will receive the co-operation and encouragement of school officers and patrons.

COFFEY COUNTY.

WM. CROW, *Superintendent.*

The educational interests of this county are steadily advancing. We have had quite a large immigration to our county, bringing with it wealth and enterprise. There has been an increase of two hundred and seventy-nine children. Our people are generally willing to tax themselves liberally for school purposes. Several new school houses are just finished, and several others are building. A disagreement about school-house sites prevented the erection of two or three school houses, which will probably be built next year.

The board of examiners, for which the last legislature provided, has been of great benefit in elevating the standard of the qualification of teachers. The ignorant are gradually leaving the teacher's desk, and those better informed are taking their places. We have held two teachers' institutes during the year, at which considerable interest was exhibited, and a manifest determination shown on the part of the teachers to prepare for the work. We have three graduates teaching in the county. Two from the State Normal School, and one from Baker University.

The school law should provide that when a new district has had a three months' school taught, it should draw its proportion of the next semi-annual dividend of the State and county school fund.

The county clerk, or some county officer, should inform the district clerks semi-annually of the amount of money in the county treasury belonging to their district; then the district clerk should give the district treasurer an order for the amount specified and enter the same on his journal. At present the district clerk does not know how much money the

district treasurer draws. The annual district meeting should be held immediately after the clerk makes his annual report. Many of the clerks report the doings of their district from the time of their election to the time of making their report. If districts could exchange their bonds for the State school funds, on short time and good interest, it would greatly facilitate the building of school houses, and I think it might be made perfectly safe to the State school fund.

DAVIS COUNTY.

I. JACOBUS, *Superintendent.*

Our schools have all been in operation the past year and the interest in educational matters is increasing. I have secured a report from every clerk, though a few are imperfect. Some districts have not reported the receipt of any State fund and others have reported far less than they have received. How to explain this I do not know, unless they report the amount actually expended and have a surplus unreported. There seems a growing disposition to maintain better schools, and for a longer time, than formerly.

Our county is lacking in first-class teachers—perhaps for the reason that the pecuniary inducement is too slight. We have no lack in quantity, but the quality of some is objectionable. The cheapness of a teacher seems to be the point more often consulted than aptness to teach. Some appear to think that because their school is of a low grade, a low-grade teacher would be in accordance with “the eternal fitness of things.” And here a serious mistake is often committed. While the mind is in the formative period, and needs the most careful training, it is turned over to a rude workman who spoils it. The question might be asked, “Why issue certificates to such applicants?” The board issue according to the standing; some as low as fourth grade, with the knowledge that the choice would often be between such a teacher and none at all. If district boards would employ none but first-grade teachers, and be willing to pay a fair price for their services, the evil would be corrected. Still the leaven is at work, and we hope that the mass will be permeated; and to this end the teachers’ institutes contribute largely. The good effects are discernable in awakening new interest, and in the adop-

tion of improved methods. An interesting and profitable normal institute for this judicial district, (the county institute holding simultaneously,) has been held during the year in Junction City, and this friction of minds warms into life and sets the sluggish current moving. Some appear to avoid them for reasons which we are at liberty to guess, but it seems to me that teachers should be obliged to attend, or forfeit their license, without sending a sufficient reason.

Our city school is now well graded, and in a flourishing condition. Five teachers are employed. The colored school is maintained separately. Our schools are sadly lacking in libraries, apparatus, etc. Only one library is reported in the county, and the total number of volumes in this praiseworthy exception is *two*. Whether the character and expense of these volumes are such as would render a further expenditure unwise and impoverishing to the district, I know not, but there seems no good reason why our city school at least should not have well filled shelves of good books. Upon the whole, I am pleased with the progress made. The current is setting in the right direction, and under our excellent system and the liberal provision made for the encouragement and support of schools, the future not only of Davis, but of the whole glorious State, looks bright.

DICKINSON COUNTY.

W. RAMSEY, *Superintendent.*

I herewith transmit my annual report. Although it is not as full as I desired, yet it shows quite an improvement upon last year. Our citizens have shown commendable zeal in levying taxes for the support of schools. I have endeavored to establish a uniform series of text books throughout the county, but have only partially succeeded, but believe it can be accomplished. I believe that every district in the county will have a school during the winter of 1869 and 1870.

Clerks of districts should have a good compensation, for on them depends the whole statistical report. The appraising of school-lands should be under the control of the county superintendent; also the selling, as it is now impossible to find out anything definite in regard to school lands. County superintendents should have a salary sufficient to induce capable men to accept the position. In the organizing of new counties there is always some difficulty that requires the serious consideration of the county superintendent, but does not require immediate action, and if not actually employed he cannot demand any fees, although he may really spend much of his time for the benefit of the county. I have performed my services under great difficulty, but have succeeded in getting the whole county thoroughly organized; and while I have neglected my own business for that of the county, the commissioners cut down my claims one-fifth. I have resolved, however, to put the whole machinery in good running order, whether I get pay for it or not, and hope to accomplish it by the first of January.

DOUGLAS COUNTY.

W. A. STARRETT, *Superintendent.*

A great improvement is manifest in the schools generally throughout this county, over last year. It is evident that the teachers are becoming more hopeful, ambitious, and laborious, and that the attainments in point of scholarship, and skill in teaching, are higher. The interest of the people in these schools, if I mistake not, is deepening and becoming more active. While the school boards are far more generally beginning to realize that they are entrusted with the management and control of a most important work. This is evinced somewhat in their general eagerness to procure copies of the school laws, the far greater punctuality in reporting to the county clerk, and county superintendent. And then more frequent visitations of the schools. While we have to regret that the reports are so imperfect this year, it is a matter of encouragement that they are better than they were last year. It would appear, too, from the number of reports of annual and special meetings, and of commencement of terms, found in this office at the close of last year, that more than ten times as many reports of this kind have been received during the year just closed. I have used every means in my power to render the report of this county complete. I have even gone to district clerks, in the past week, and in the present, to obtain by personal presence, reports that all my urgency had failed to secure in time.

DONIPHAN COUNTY.

D. W. BROWN, *Superintendent.*

During the past year there has been an increase in the amount of interest manifested in the cause of education. In several districts, good schools have been established in place of worthless ones. In others much has been done in building new houses and in fitting up old ones. The town of Wathena has completed a noble school edifice, at the cost of ten thousand dollars, and now has a good graded school of four grades in successful operation. The town of Troy has the foundation of a new school house laid, which will be completed early in another season, which will cost eight thousand dollars. Several of our rural districts have built good commodious houses, in every instance seating them with the patent combination seats and desks. Others are preparing to build next season. The amount of apparatus used in the schools has been doubled. The Highland University is soon to be enlarged, and endowed, and made a first-class institution.

The increase in wealth and population in this county demands an institution of high order. The towns of Doniphan and White Cloud have large schools, employing in the aggregate five teachers, but lack somewhat in not having sufficient accommodations, which will be remedied another season by building large and commodious houses.

FRANKLIN COUNTY.

P. FALES, *Superintendent.*

The school interests of this county are decidedly prosperous. There is healthful growth in almost every direction. A better class of school houses is rapidly supplanting the primitive log cabin, and the quality of the teachers is improving measurably from year to year. The class examined at the close of the institute in September was much the best of any which had been before the superintendent or examining board.

The average length of time schools were taught increased from 4 2-5 to 5½ months. The percentage of attendance is not quite so large as in the preceding year. This is due entirely to the unusual fall of rain during the winter and spring, and the consequent prevalence of mud and impassable streams, thereby rendering a few of the schools failures, and seriously impairing the usefulness of others. The absolute increase of in the number of persons of school age in the county during the year was five hundred and fifty-seven. But in the same time the number of colored children declined from one hundred and eleven to fifty-seven. This unfortunate race seems to be dying out here. The provisions of the law requiring district uniformity of text books, and personal attendance of the school boards at the schools occasionally, are in the right direction and are operating well. They can hardly be improved. Taxes are still liberally voted and cheerfully paid. Ottawa University is fully organized and has an able corps of teachers. It is doing a good work.

JACKSON COUNTY.

R. M. Cook, *Superintendent.*

We have a regular organized teachers' association, and it is generally very well attended, with a growing interest. Our institute this year proved a success; we had a very good attendance, and a general interest is manifested, not only among the teachers, but by a number of the citizens of Holton, where it was held.

I did not visit all of the schools during the summer on account of the frequent freshets. I shall try to visit every district this winter, and then shall have a better idea of the proficiency of our teachers. Two new districts have been organized during the past year, and there still remains the major part of two Indian reservations to be districted.

JEFFERSON COUNTY.

T. C. DICK, *Superintendent*.

I this day transmit by mail, my first, and for the county, the eighth annual report. I think that I can truthfully say that the educational interests of this county were never in a more flattering condition than at the present time. The people appear to be fully awake to, and realize the great importance of the education of the masses, believing it to be the safeguard of the Republic. They are demanding better school houses, and a better class of teachers, and there is a determination on the part of the examining board to raise the standard of education so that they can be accommodated with the latter. My report shows in everything an increase over that of last year. The levy this year is much larger than it was last. The amount raised last year for all purposes, was \$35,000. This year it will exceed \$50,000.

Since last spring I have organized nine new districts, and have resurrected three that had expired from various causes, the chief one being "negro on the brain," so that at present we have in the county seventy-three districts, all of which have levied a tax sufficient to support a school from three to ten months. There have been built this summer, in the county, five new houses which will compare in architecture, taste and beauty with any of the houses you will find in the rural districts of Ohio, Indiana or Illinois.

LABETTE COUNTY.

R. J. ELLIOT, *Superintendent.*

I submit the report of the common schools of this county for the year ending Oct. 15, A. D. 1869, and while it may not be exactly correct in every particular, it is as nearly so as I have been able to ascertain. In the matter of the public lands, there may be some mistake, as there may be some quarter-sections which I have added that may yet be entered by the settlers thereon. I think, however, all such are deducted.

We have had one institute, and considering our inexperience and want of teachers, it was a decided success, and was conducted with profit to all. We have arranged to hold another, commencing on the second (2d) Tuesday of November. My impression is that there is a pretty general satisfaction with the school law, as it now exists, through this part of the State. There is also a judicious conservatism which would not be pleased with frequent and radical changes in the law, as it keeps school officers in the mazes of uncertainty as to their duties. At the same time almost every one who has carefully examined the law or observed its practical operation has some objection to some of its details. I think it would be well to change the law so as to allow district clerks some remuneration for their services—say to exempt them from poll tax or road labor, and from sitting as jurors. This would be but a small remuneration for the labor they perform, as it takes from fifteen to twenty days each year for them to perform the duties required of them. And as the efficiency of our schools to a very great extent depends upon the energy and interest of our district clerks, it is highly important that we have the best man in the district to fill the

clerk's office; and under the present law it is hard to get such men to take it unless their interests are greater than their abilities to perform the duties of their office. And, in consideration of these facts, I earnestly recommend such a change as above spoken of. In transmitting to you my report of the condition of schools in this county, it is a source of pleasure to me to inform you that they are improving rapidly, and I think the day is not far distant when every school in the county will reflect credit and honor upon teachers, directors and patrons, and prove a source of pleasure and abundant profit to the children. I think that United States history should be included in the branches prescribed by law—that applicants for certificates to teach common schools should be examined in it. I find considerable difficulty to persuade school officers to procure outline maps, apparatus, dictionary, etc. I am convinced in my own mind that it would be much better policy to hire a mechanic to work with dull tools, than expect the teachers to teach or the children to learn thoroughly without apparatus. Many of the directors are beginning to think that visiting the school is almost as necessary as the obtaining of a teacher. This stimulates teachers and scholars, parents and directors. Still the matter of visiting is too much neglected. It is a lamentable fact that many directors and parents who would not trust the care of their sheep and cattle to a stranger for a single week without going to the yard to look after them for themselves, are yet so unwise as to trust to a teacher, and he often an entire stranger, the physical, moral, mental and spiritual training of their little ones, without ever going to see how it is done. It is not because they do not care, but because they do not feel the necessity of a visitation; hence the neglect. Such should not be the case.

I close my report, hoping that love for truth, virtue, knowledge and wisdom may continue to increase, until our noble State shall become the first in the cause of education, humanity and religion.

LEAVENWORTH COUNTY.

H. D. McCARTY, *Superintendent.*

In summing up the results of the past year, we feel gratified with the improvement manifested in almost every school district in the county. The people are alive to their interests, and seem determined to leave nothing undone that can be done to secure for their children the very best educational advantages. Many fine school houses are in the course of erection. Some have already been completed and furnished with the latest and best style of furniture. The old prison-like cells are rapidly disappearing, and neat, comfortable, well-lighted and easily ventilated school houses are taking their places. But there is much to do in this direction yet. It is, indeed, wonderful to see the tenacity with which, some of the "old foggy" settlements, hang on to the miserable old *huts* and *shanties*; as it would appear for no other purpose than that of destroying the vital energies of their children, dwarfing their intellects, poisoning their systems and ruining their tastes. Then horror-stricken with the results, they wreak their vengeance upon the poor, devoted teacher, who has been dragging out a miserable existence with the vain hope of fastening some stray idea in the diseased brains of their innocent and much persecuted offspring.

So long as parents persist in crowding their children into such narrow contracted and wretched *hovels*, without a sufficient amount of light and ventilation; subject to the extremes of heat and cold, with no comforts and conveniences, without even the necessities due a criminal; it matters not who may be their teacher; just so long will their children remain rude, ignorant and uncultivated. The school house itself, is a most potent educator.

Blackboards, globes, outline maps, charts and a variety of apparatus, have been furnished to many of the schools during the year, by the officers of the districts. These have their influence, and always tell in the quick perception and ready answers of the pupils.

This report is not as accurate as I could wish; but the best I can give under the circumstances. The district clerks, in many instances, failed to report the items desired, either through carelessness, incompetency or the lack of energy in looking up the items required. In the simple item of "amount raised by district taxes for school purposes," twenty-four clerks failed to report. This I have no means of supplying. Other items were deficient, but most of them have been supplied from other sources.

Ten new districts have been organized during the year. Six of them have had a three months' school taught. There is a steadily increasing demand for better qualified teachers, and wages are increasing with the demand.

The new law creating a board of examiners, for examining teachers, works like a charm. The board in this county has elevated the standard of qualifications considerably. The result is, the drones among the teachers have been dropped out, and only the live, wide-awake, active, energetic teachers retained.

A full course of study and classification for our schools, has been carefully prepared; this, together with an intelligent class of teachers far surpassing any other ever employed in this county, gives us the bright hope of a fruitful hereafter.

LINN COUNTY.

GEO. W. BOTKIN, *Superintendent.*

The past year has been one of marked success in the schools of this county. Several excellent school houses have been erected and furnished with suitable apparatus for illustrating the various branches of science. This calls for a better class of teachers, and as there has been an increase in wages the supply is keeping pace with the demand.

A mixture in text books in the schools has long existed, and has been very detrimental to progress. To accommodate agents, parents and publishers, the various kinds have been multiplied until the efficiency of many of our schools was well nigh ruined, but by a vigorous method of exchanging new books for old ones this evil is abating and will not long exist.

The new law with regard to teachers' institutes has been working a benefit here. That class of teachers known as "school-keepers," are seeking some other employment, and their places are being filled with those that are endeavoring to keep pace with progress. The change in the law relative to holding examinations is an improvement, but there is an oversight in not making some provision for paying the assistant members of the board. The effect of paying the superintendent a salary has done much to increase his efficiency. Being compelled to devote all his time to his profession he is placed beyond reach of the oft repeated charge, "He is merely working for pay."

Reports from district clerks are not complete, nor can we expect them to be complete until school officers adopt some systematic method of keeping their books. I have not been able to ascertain the number of acres of school lands sold in this county.

LYON COUNTY.

A. D. CHAMBERS, *Superintendent.*

The reports from the district clerks, are such as to make it necessary to give you approximate figures for the number of pupils in each branch taught. The other statistics are tolerably accurate. There are twelve sections of land, 7680 acres, in this county, embraced in the Kaw and the Sac and Fox reservations, which should belong to the State school fund, as sections 16 and 36.

Some districts in the county have bought text books as district property to supply the whole school. The teacher by this means can secure a better classification than he could when obliged to hear the recitations from whatever book the pupil might chance to bring to school. There is about fifteen per cent. advance in all school interests over last year, except in teachers wages, which have decreased a little. The State Normal School, at Emporia, is in very prosperous condition. One hundred and twenty-five pupils are at this time in daily attendance. Hartford Collegiate Institute is flourishing. Present enrollment fifty pupils. I report no graded schools. We have none such as the law contemplates. Emporia supports a school of four departments and four teachers. Two of them from our Normal and two of them from the Michigan Normal School.

There is an advance in uniformity of text books in our schools. There has been school taught in forty-two districts from three to nine months each. There has been no increase in the number of districts this year. The present policy is "large strong districts." There are but few counties in the state that offer educational advantages equal to Lyon County.

MARSHALL COUNTY.

C. S. BOLTON, *Superintendent.*

The cause of education in Marshall county is seemingly in good condition. Immigration has been quite heavy, so that new districts had to be formed. Since last year twelve school houses have been built, most of them very good ones. Others will yet be built for winter schools. A better grade of teachers are coming into the county. Men are more awake to the interest of educating their children than ever. As a general thing teachers have done quite well; still, in the future we hope to secure a higher grade of qualification and more efficiency in the work of teaching.

MIAMI COUNTY.

I. J. BANISTER, *Superintendent.*

Our great and crying need seems to be method. Improvements in methods of imparting instruction on the part of the teacher, and a better system of teaching. I know the command comes back—"Go thou and direct!" but remember how little of this can be done by an occasional visit to the many schools of this county. Something may be done in that way, but every thorough change must be made through institutes. What we want, is a thorough systematic and practical "drill master," whose duty it shall be to conduct teachers' classes for weeks if need be.

The truth is, many of us who attempt to lead are not efficient. The solitary worker in some sparsely settled wild feels not the need of method and a system, but when bounded, hemmed in and struggling under the friction of competing forces, the laborer finds it necessary to study the science of his calling. He must make all his forces tell upon the object if he would stand peer with those about him. What he lacks in genius he must supply in discipline. Since our force of teachers is constantly changing, we must keep delving at the new corps. I confess I am much pleased with the suggestions accompanying the blank certificates for teachers just received, but were we to conform strictly to the hints as to grade, where would *our* county teachers be found? Of the teachers examined during the past year, only thirteen out of one hundred and twenty-two candidates stood above 74 per cent.

We can build school houses, raise money to support schools and do support as great an average length of time each year as many school districts in New York or Massachusetts. Yet in those you may find the majority of pupils thorough, efficient

and advanced in the ordinary English and many entering the highest English branches; while with us that class of pupils are the exception, and the majority are superficial and backward. Of course there are many causes for all this, but a very grave one lies in the want of object in the mind of the teacher. I hope you will use every effort to convince the Legislature of the great existing need there is for two or more competent Normal drill masters to perambulate the State under the direction of the State superintendent.

I believe much good might be done in the way of comfort and convenience of school rooms, if articles were published in the Educational Journal discussing such items as proper dimensions, place of entrance, mode of lighting and the comparative merits of the different plans. Thus I hold it bad policy for many reasons, to have the entrance to the school room opposite the teacher's desk, better at one corner or at the same end with the teacher's desk.

Our census of children of school age does not show the increase that improvements in county and town would indicate. In the main we are progressing harmoniously. Our school accommodations have been much improved during the year as you will discover by referring to the statistics. We have received the benefit of the labors of some very efficient teachers this past year, and daily greet the advent of more in our midst.

MORRIS COUNTY.

A. J. BEACH, *Superintendent.*

There is great improvement since last year, with a still brighter prospect. We have been laboring under the serious disadvantage of having seven-eighths of the land in the county withdrawn from market for several years, for the benefit of railroads and Indians, leaving the settlements so situated that the schools are necessarily small although the districts are large. The U. P. R. R., S. B., or Neosho Valley Road, will be completed through the county within thirty days, and the Indians will probably be removed within six months, which will open up the county to settlement, and give educational matters a new impetus. Since the last report four new districts have been formed, and three new school houses erected.

The total number of districts is 17. The teachers' wages average less than if the new districts could have raised means for a summer school otherwise than by subscription. Under these circumstances one of our best teachers took a school for three months for the sake of getting it started.

I would suggest that the State Superintendent establish a uniform system for the grade of teachers' certificates for use throughout the State.

NEMAHA COUNTY.

J. S. STAMM, *Superintendent.*

In looking over the report for the year, I cannot but feel well pleased with the condition of schools of this county. While we have by no means attained perfection, yet we have made commendable progress, and, if we may judge the future by the past, we shall soon have pleasant and successful schools in every district in the county. We have but few teachers that can be called poor; most may be called good, and a few *very* good. The people are seeking for the best, and are paying them fair wages. I wish they would pay more and employ none but thoroughly qualified persons to educate their children, as human bodies and souls are too valuable to be controlled by the ignorant and careless.

Many new school houses have been built, and others are in process of erection. These are ornaments in our towns and upon our beautiful prairies, but you will notice that they are not furnished with apparatus, etc., as they should be; and as I deem it very important that teachers should have proper tools to work with, I purpose making a special effort to have them placed in every school room in the county.

We think that we have done well in the past, and hope to do *better* in the future. Our watchword is "Onward."

NEOSHO COUNTY.

J. L. EVANS, *Superintendent.*

After devoting much time in instructing the district clerks how and when to make out their reports, I flattered myself that the universal complaint in regard to the time of their reception and the incompleteness of their contents would in my case be almost entirely avoided, in which hope I was sorely disappointed. I visited several of the districts a second time in order to have their reports corrected, and others for the purpose of proving their reports, and assisted several in making them out, yet three districts failed to report at last. Education and matters pertaining thereto have been rather neglected in portions of the county, owing in a great measure to the uncertainty under which the people labored with regard to their homesteads. They had no assurance that they ever would be able to procure a title to their lands, as the majority of our population consists of an industrious class of people with little capital aside from their muscle. But the long contested question of "Settlers Rights" having at length been decided, and although "the powers that be" appear to have endeavored to "split the difference" between the sharks and settlers, yet the decision, unfair as it is, has had a wholesome influence upon the school interests. Many districts are trying to have houses completed in time for a winter school, and all are taking hold of the work with a zeal and earnestness never before manifested. There is a great scarcity of good teachers in the county, in fact we have been compelled to grant certificates of qualification to candidates not entitled to them in order to supply the demand, or permit some districts to pass through the year with having a three months school. I consider our school law very efficient considering the age of our

State, and that it will compare favorably with that of older States, yet I would submit the following proposed amendments.

1st. That the State Superintendent be required to furnish the County clerks with a certificate showing the amount of public funds sent to the treasurer of his county, and that the county clerk be required to charge the treasurer with said amount. This will save funds that would otherwise be lost.

2d. That new districts which have sent in their annual report at the proper time, be allowed their quota of public funds on the first dividend that is made after reporting a three months school, and enabling said new districts to report their school as soon as completed. This amendment would materially aid the districts when they most need pecuniary assistance, and be a stimulus for said new districts to send in their reports; as the law now is, it will be no advantage to them to report.

3d. That districts failing to report by the 20th of September be debarred from receiving any of the public funds during the year, unless good reason can be given for the delinquency; the only way of receiving prompt and accurate reports.

4th. That district clerks be allowed \$2 per day for their services, to be audited by director and treasurer, and to be paid out of contingent fund. This will avoid in a measure the trouble of getting clerks elect to serve—quite a desideratum.

5th. That the limit of taxation for building purposes be trebled. The present limit is wholly inadequate when there is not much taxable property. Many districts in this county have taxed themselves to the extent of the law ever since they organized.

6th. That districts be permitted to levy a tax for the purpose of procuring text books for the district, making teachers responsible for their good or ill usage during their respective terms. This is the best method of securing uniformity of text books, and is looked upon with favor by the county.

7th. That the limit of district boards to be qualified in be fixed at twenty days from the time of their election. This will compel them to qualify or subject themselves to penalty, and avoid the vexation of having them slide along for months without qualifying and yet not refusing to do so.

OSAGE COUNTY.

P. KIRBY, *Superintendent.*

It will be seen that we have gained fifteen new districts, and eight hundred children of school age, the present year, and yet the enrollment is but a trifle in advance of last year; this arises from three-fifths of our county being closed against settlement until it was too late for the newly organized districts to have a three months school, consequently our report is not full. Nearly all of our schools will be in operation this winter. We are crippled by restricting the districts to a certain per cent. In back districts the assessment is very low, and even if it does possess a large territory, the tax is not enough to meet the expenses of a school that will fill the requirements of the law. Why restrict districts? If it arises from a belief that the non-tax-payers will control the districts, then adopt the law of Michigan, and the district is safe. The law in regard to State and stray money is too loose. Would it not be a good idea for the State Superintendent to call a State convention of county superintendents on the first week of the meeting of the State Legislature of each session, to take into consideration the amendment of our school laws?

OTTAWA COUNTY.

H. H. PAXTON, *Superintendent.*

The people have organized three new school districts, and may with propriety be said to be waking up to a sense of the paramount importance of a general system of education. In our republican system of government, where the people are the source of power, it may be said emphatically, "we must educate or we will perish by our own prosperity."

For the want of a sufficient diffusion of education, or knowledge among the masses, we came near being wrecked on the quick sands of rebellion, and our ship of state rode safely out of the vortex mainly through the instrumentality of those raised under the benign influence of our common school system. Permit me then to predict that under the blessing of God, and our common school system, we as a people and state will rank second to none of our sister states in mental, moral and physical culture.

POTTAWATOMIE COUNTY.

J. LOWE, *Superintendent.*

It is impossible to give reports correct in every particular, while district clerks are so careless and unskillful in making out their annual reports. Several districts have reported only one term of three months school, while in reality they have supported a winter and summer term of three months each. Consequently the average time school has been taught, and the total paid for teachers' wages, are greater than shown by my report. For the purpose of obtaining reports from the several districts in which educational matters are at rather a low ebb I was compelled to visit them and "stir up" the clerks; consequently I have reports from each district, something uncommon for this county.

Of the forty-four districts organized, four are joint districts. By the rapid increase of population by immigration, it was necessary to form seven new districts, while in other parts of the county I have made as many consolidations.

We have not held our institute yet. In conversing with some of our best teachers, it was thought best not to hold our institute before the middle of November, as that has been the custom in this county, and I am satisfied that we cannot make it a success until the commencement of the winter term. The school law is very good and needs but little amendment, though I am of the opinion that if district clerks are paid for their services, we could make a more correct report.

SALINE COUNTY.

A. P. COLLINS, *Superintendent.*

We have seventeen districts, and seventeen reports. Several new districts are now being organized. Several of our districts have no school house, though this lack will soon be supplied. An abundant harvest has given them the means to repair the houses they now have, and build new ones where they have none. I am unable to give any statistics in regard to school lands. Legally the county superintendent knows nothing about school lands. No record of such land is required in his office. A petition comes to him properly signed asking for the sale of certain lands, he then infers that the land described in the petition is State school land, but he does not know that it is. He signs the petition, and with the commissioners appoints the appraisers, and then audits their account. Here ends his official knowledge, if knowledge it may be called, of the land. This may be all right but it is an odd way of doing business. If not right it should be corrected. I believe the office of the county superintendent should contain a complete record of every acre of school land in the county. During the past year we have exchanged Wilson's speller and reader for McGuffey's. We have endeavored to get good teachers, but as our selection had to be made from the list present at examination, and not from the list not present, we are not so sure that we got the best.

SHAWNEE COUNTY.

D. J. EVANS, *Superintendent.*

The numerical exhibit, attached hereto, of the present status of the common schools of this county, shows in the aggregate an increase in numbers and in wealth over the past year. That is of itself most encouraging, while it is certainly a much more expressive encomium of the enterprise, liberality and intelligence of the controlling portion of the people of our county, as well as of the workings of our new code of school laws, than any panegyric of mine would be. That actual comparison, however, of the present report with that of last year may clearly substantiate the foregoing premise, I must explain that that of last year is incorrect in its exhibit of the present number of school districts in the county, resulting probably from the irregular numbering of the same, and the fact that the county superintendent, having been but recently appointed, was not sufficiently familiar with the location of each of the existing school districts of the county to detect this error in the records. Hence he reports fifty, although forty was the exact number. Ten others, however, have been organized during the year, and the present report, therefore, justly exhibits fifty live school districts in Shawnee county.

Nine school houses, five of which are in newly organized districts, have been erected in the county during the present year; and they are structures, too, that for location, arrangement, and architectural taste, compare favorably with the best country school houses in the State. We have now in the county, exclusive of the city of Topeka, twenty first class school houses, neatly finished and liberally furnished; average valuation, \$1,500.00. We have also twelve others that are

quite comfortable, and still other—"things," I'll not call them houses, but shall labor and confidently expect that during the next year or the following, at farthest, these last will be replaced by new ones. I also expect, and the promise is out, that some half dozen others will be erected in new districts in time for at least one district school prior to the return to your office of my next annual report. Not any of the school house sites are ornamented or fenced as yet. By another year, however, we hope to be enabled to note improvements in that direction.

In the city of Topeka, (not in my direct official jurisdiction,) they have a substantial stone school building, containing several compartments, liberally furnished with maps, globes, charts, etc.; total valuation is \$20,000.00. North Topeka has a neat frame house, valued at \$2,000.00. Several other buildings, including the colored school, are used temporarily for school purposes, while the city authorities have contracted for erection during the coming winter of a magnificent school building at a cost of \$35,000.00. The schools of the city are in charge of a superintendent with a salary of \$1,800.00. The teachers, including principals, are ladies. I believe that by another year the capital county will report a larger valuation of school property than any other, excepting Leavenworth county, in the State. Of teachers we have had a good class. A few inferior ones, however, have been employed. The "board of examiners'" system works well. The amendment is a most judicious one, but I have no space to state wherefore. A teachers' institute was held at Topeka in July, Superintendent McVicar presiding. Full fifty teachers were in attendance, and the occasion throughout was one of interest and profit to all, and their annual occurrence cannot fail to be productive of much good to the school interests of the county, as here the teacher himself is taught. In order, however, to successfully continue them, the law should be so amended as to authorize county commissioners to make a reasonable appropriation for their support. The paying of competent instructors, lecturers, church, or hall hire, etc. The funds of the county cannot be more judiciously consumed than in

the education of her teachers. And the services of experienced instructors cannot longer be secured for nothing.

The number of children reported as "enrolled in the school" during the year is not as large, in proportion to the whole number of children in the county, as I could wish. But this is owing to the fact that several of the districts have no school houses as yet. Such, however, have, by preserving their organization, accumulated a considerable "building fund."

To the "average attendance column" but little reliance can be attached, as a number of the clerks, including the clerks of the city schools, failed to report in this particular. The number of "pupils in each branch" is given in round numbers, as are several other items in the report that I could not ascertain to a unit with any certainty.

There are other matters of interest appertaining to the report, and still others of a more general nature that I designed mentioning in these remarks, but space forbids. In conclusion then, Mr. Superintendent, let me indulge the fond hope, that the county of Shawnee may always be enabled to show a "full hand" in the laudable contest for literary and scholastic supremacy, and that the time may soon come when the whole State may boast of the extent and magnificence of her educational temples, and of the intelligence and virtue of her people.

WABAUNSEE COUNTY.

T. M. ALLEN; *Superintendent.*

Our schools are progressing slowly. There appears to be a growing interest manifested in most of the school districts.

Competent teachers have been procured from abroad, and old ones retained. Two school houses have been erected this season. Alma district built one at a cost of \$1,000.00 and furnished seats and apparatus, costing nearly \$200.00. There will probably be a greater number erected the coming season. Arrangements are being made for that purpose. In new districts schools have been taught in private dwellings.

The number of scholars has increased since last report about one hundred and fifty. Clerks reported from all but three districts, one of these lies on the Pottawatomie reserve. It appears to be a very difficult matter to induce people to see the necessity of educating their children. No effort will be spared. Our school houses are liberally furnished with black boards, Mitchell's out-line maps, globes, dictionaries, etc. Inasmuch as the clerks failed to make full reports to me, I shall be unable to furnish as full a report as desired.

WASHINGTON COUNTY.]

J. PALMER, Superintendent.

In a county as new as this, as sparsely settled as it was last spring, a county in which the population by immigration has doubled itself in the last six months, and which has necessitated the changing of the district lines to accommodate the educational wants of the community, I find it difficult to make a very correct report from the crude material furnished by some of the district clerks. Still there is an increasing interest taken in the cause of education, which augurs well for the future.

The first teachers' institute ever held in this county, met in June, 1869, and was a decided success. The standard of qualification for teachers has been raised, and the result shows an advance alike creditable to teachers and scholars. There is a great lack of outline maps, and other apparatus so important to every well ordered school. The district, including the county seat of Washington, has erected during the past summer a large and commodious school house. In the building of this house every attention has been given to the future wants of the pupils, both as regards ventilation, and seats. It will be supplied this fall with maps, charts, and other apparatus, and the schools will be conducted by a competent teacher. We hope that it will give by its example and influence an impetus to the cause of education in this county, and be the harbinger of better things to come, so that in the future we can make a report that will reflect to our credit as citizens, and to the advanced intelligence of our youth.

WOODSON COUNTY.

S. P. WILLIAMS, *Superintendent.*

The past year has been one of marked improvement as regards school matters in this county. The increase of children of school ages has been about forty per cent. There seems also to be more interest taken by the people in educational matters, they are striving to keep up with the times in building school houses, and in employing teachers at a better salary than heretofore. Our county institute, held in the month of October, was a success. We expect soon to hear the whistle of the "iron-horse," as it passes up and down this beautiful valley. With the advent of the railroad we feel sanguine that our population will increase in a greater ratio than heretofore. The lands belonging to the railroad company will also come into market helping us greatly, as nearly one-half the lands in this county are withdrawn from market.

WYANDOTTE COUNTY.

E. F. HEISLER, *Superintendent.*

Reports have been received from all the district clerks in the county. Seven school houses have been erected during the year. These houses, with a few exceptions are well constructed and spacious, have an average blackboard surface of 100 square feet and are supplied with approved furniture. They present indications of progress furnished, as they are with many conveniences. To illustrate: at Edwardsville the ante room of the school building is provided with water, basin, towel, and mirror.

The amount of money raised by district tax, is three times as much as that of last year. And still our wealthiest property holders, three railroad companies, have successfully evaded the payment of taxes.

Have annual railroad passes, in the pockets of our Senators and Representatives, more potency than the welfare of the public? If not, certainly laws would have been enacted which would have secured the payment of taxes, as in other States. It is a fact worthy of note, that while some parents who have children of school age, manifest but little interest in the progress of our schools; others, who have no children, have exhibited a commendable interest by giving prizes to diligent scholars, and encouraging the good work in their districts. I presented a copy of Webster's Dictionary to district No. 6, for having made greater progress than any other district in studies pursued during the last scholastic year. Prof. Spaulding has kindly placed at my disposal, two life scholarships in Spaulding's Commercial College, Kansas City, Missouri, to be presented, one to a boy, the other to a girl,

in the two schools making the greatest progress during the present scholastic year.

The sessions of the Teachers' Institute were replete with interest, and highly instructive to all who attended. It is to be regretted that the poorest teachers in the county failed to avail themselves of the benefits of the Institute. The interest and average of the Wyandotte graded school has continued to increase during the year.